GRAMMAR AT WORK

WHEELER

Evelyn Fay Miller
&
Kathryn Kidwell

GRAMMAR AT WORK

NEW EDITION

BY

JESSIE L. WHEELER

HIGH SCHOOL, HAVERSTRAW, NEW YORK

ALLYN AND BACON

BOSTON NEW YORK CHICAGO
ATLANTA SAN FRANCISCO DALLAS

COPYRIGHT, 1926 AND 1928
BY ALLYN AND BACON

ETN

Norwood Press
J. S. Cushing Co. — Berwick & Smith Co.
Norwood, Mass., U.S.A.

PREFACE

Grammar at Work is intended to make the study of grammar practical. It requires some previous knowledge of the subject, its purpose being *to round out* this knowledge and *to apply* it.

The book is planned for any two consecutive years of high school work, but it may be used for a longer or a shorter period. If the teacher wishes to use it as a drill book only, he may omit the exposition section in each phase of the work and proceed directly to the exercises.

Part I, after dealing briefly with sentence structure errors, presents in order the noun, the pronoun, the adjective, the verb, the adverb, the preposition, the conjunction, the interjection, and the clause. Part II reviews all these matters, offering somewhat more difficult exercises, and including instructions and exercises too difficult for Part I.

The particular value of the book lies in the exercises. After the pupil has acquired technical knowledge about any given part of speech, he is asked to apply it at once to the following important matters:

1. Sentence structure errors.
2. Choice of correct word in the matter of common errors.
3. Punctuation.
4. Oral English (habit-forming drills).
5. Interpretation of poetry.

He is asked to bring from current writing illustrations of the points under discussion, thus learning the best usage of his own day.

Special attention has been given to the apostrophe, to common errors, and to dependent clauses. Selections for general review are given at the end of Part II.

The Appendix furnishes principal parts of verbs, conjugation tables, and review outlines of punctuation. It also gives a few spelling helps together with lists of nouns, pronouns, adjectives, verbs, adverbs, prepositions, and conjunctions commonly misspelled.

The following publishers and newspapers have generously permitted the use of copyrighted material: George H. Doran Company, The Macmillan Company, Small, Maynard and Company, Houghton Mifflin Company, The New York Times, The Sun.

J. L. W.

NOTE TO NEW EDITION

In response to a demand for supplementary work in the use of the correct word and in punctuation, exercises have been added on pages 251–268. These are parallel to the exercises given in Part I and in Part II, and may be used either for drill work or for tests.

J. L. W.

CONTENTS

PART I

Sentence

EXPOSITION PAGE

Definition 1
Essential parts 1
Elements of subject and predicate 2

EXERCISES

S.S. errors 2

Noun

EXPOSITION

Definition 5
Classification 5
Modifications 5
Study of capitalization 6
Study of person 6
Study of number 7
Study of gender 8
Study of case 8
Study of formation of possessives 12
Illustrations of declension 13
Other parts of speech used as nouns 13
Common errors in the use of nouns 14
Punctuation of noun constructions 15

EXERCISES

Proper and common nouns 16
Number 17
Syntax (with models) 17
Possessives 21
S.S. errors 23
Choice of correct word 23
Punctuation 24

Pronoun

EXPOSITION PAGE

Definition 26
Classification 26
Modifications 28
Study of person 29
Study of number forms and case forms 29
Further study of case 31
Special uses of *it* 34
Rules relating to common errors 35
Punctuation 37

EXERCISES

Syntax (with models) 37
S.S. errors 41
Choice of correct word 41
Punctuation 43
Oral work 43
Poetry 44

Adjective

EXPOSITION

Definition 46
Classification 46
Modifications 47
A study of comparison 47
Uses 48
Rules relating to common errors 49
Punctuation 51

EXERCISES

Comparatives and superlatives 52
Position 52
Syntax (with models) 52
S.S. errors 54
Choice of correct word 54
Punctuation 55
Oral work 55
Poetry 56

Verb

EXPOSITION PAGE

Definition 57
Classification 57
Modifications 57
Verbs classified according to form 58
Verbs classified according to meaning 58
Principal parts of verbs 59
Person and number 60
Rules relating to common errors 60
Punctuation 63

EXERCISES

Form 63
Meaning 65
Consistency in tenses 66
Syntax (with models) 66
S.S. errors 67
Choice of word 67
Punctuation 70
Oral work 71

Adverb

EXPOSITION

Definition 72
Classification 72
Modification 72
Study of simple adverbs 72
Study of conjunctive adverbs 73
Study of modification 73
Uses 74
Rules relating to common errors 74
Punctuation 75

EXERCISES

Syntax (with models) 75
Original sentences 77
S.S. errors 77
Choice of correct word 77

PAGE

Punctuation 79
Oral work 80

Preposition

EXPOSITION

Definition 81
Classification 81
Use 81
Rules relating to common errors 81
Study of the prepositional phrase 82
Punctuation 83

EXERCISES

Syntax (with models) 83
S.S. errors 84
Choice of correct word 85
Punctuation 85
Oral work 86
Literature 86

Conjunction

EXPOSITION

Definition 88
Classification 88
Rules relating to common errors 90
Punctuation 90

EXERCISES

Original sentences 91
Syntax (with models) 92
S.S. errors 94
Choice of correct word 94
Punctuation 95
Oral work 97

Interjection

EXPOSITION

Definition 98
Use 98
Some common interjections 98

EXERCISES PAGE
Syntax 98
Punctuation 99

Clause

EXPOSITION
Definition 100
Kinds of sentence 100
Study of simple sentence 100
Study of compound sentence 102
Study of complex sentence 104
Study of the adjective clause 105
Study of the adverb clause 105
Study of the noun clause 107
Punctuation of complex sentences 109

EXERCISES
Syntax of adjective clause (with models) 112
Classification and syntax of adverb clauses (with models) . . 115
Syntax of noun clauses (with models) 118
Syntax of adjective, adverb, and noun clauses 120
S.S. errors 122
Choice of correct word 123
Punctuation 123

PART II

Sentence

S.S. errors 127
Classification of sentences 129

Noun

Review of classification and modifications 131
Singulars and plurals 131
Collective nouns 134
Syntax (two objective case constructions) 135
Possessives 135

PAGE

S.S. errors 138
Punctuation 139
Special nouns 139

Pronoun

Review of classification and modifications 141
Syntax 141
S.S. errors 148
Choice of correct word (study) 148
Choice of correct word (practice) 149
Choice of correct word (examination) 151
Correction of errors 152
Punctuation 152
Oral work 153
Poetry 153

Adjective

Review of classification and modifications 155
Comparatives and superlatives 155
Position 155
Classification and syntax 156
S.S. errors 157
Choice of correct word (study) 158
Choice of correct word (practice) 160
Punctuation 162
Oral work 163
Poetry 164

Verb

Review of classification and modifications 165
Voice 165
Mood 168
Tense 172
Sequence of tenses 174
Shall and *will* 177
Should and *would* 180
Sequence of tenses 182
Verbals 182

PAGE
Participle 182
Gerund 186
Infinitive 189
Review of verbals 197
Conjugation of verb 197
S.S. errors 197
Choice of correct word (study) 197
Choice of correct word (practice) 200
Special verbs 206
Punctuation 207
Oral work 208
Poetry 209

Adverb

Review of simple and conjunctive adverbs 210
Expletive 210
Conjunctive adverbs 210
Original sentences 210
Hyphens 211
Syntax 211
Original sentences 212
S.S. errors 212
Choice of correct word (study) 213
Choice of correct word (practice) 214
Punctuation 215
Oral work 216
Poetry 217

Preposition

Review of simple and compound prepositions 218
Syntax of prepositions and of prepositional phrases . . . 218
S.S. errors 220
Choice of correct word (study) 220
Choice of correct word (practice) 221
Original sentences 222
Punctuation 222
Oral work 224
Poetry 224

Conjunction

PAGE

Review of co-ordinate and subordinate conjunctions . . . 225
Syntax (with models) 225
Original sentences 227
S.S. errors 228
Choice of correct word (study) 228
Choice of correct word (practice) 229
Punctuation 230
Oral work 231

Interjection

Punctuation 232

Clauses

Review 233
Classification and syntax 234
Study of authors 235
Punctuation 235

Uses of *it*, *as*, *but*, *that*, *there*, *than*, *what*

Uses of *it* 236
Uses of *as* 236
Uses of *but* 239
Uses of *that* 239
Uses of *there* 240
Uses of *than* 240
Uses of *what* 240

General Review

Selections for review of words, phrases, clauses, and punctuation 242
Exercises in choice of correct word and in punctuation . . 251

Appendix

Groups of verbs (principal parts to be given by pupil) . . 269
Principal parts of irregular verbs 269
Conjugation of *be* or *am* 274
Conjugation of *see* 276
Review outline of punctuation 282

PAGE

Spelling rules 288
Lists of commonly misspelled nouns 291
Lists of commonly misspelled pronouns 292
Lists of commonly misspelled adjectives 292
Lists of commonly misspelled verbs 293
Lists of commonly misspelled adverbs 294
Lists of commonly misspelled prepositions 295
Lists of commonly misspelled conjunctions 295

INDEX 1

GRAMMAR AT WORK

PART I

SENTENCE[1]

I. **Grammar** is the study of words and their relations in the sentence.

II. **Definition of the Sentence:**

1. A sentence is a *sense unit* comprising *a subject and a predicate.* — *Webster.*
2. A sentence is a related group of words containing *a subject and a predicate,* with their modifiers, and *expressing a complete thought.* — *Standard.*
3. A sentence is a series of words containing *a subject and a predicate* and *expressing a thought completely.* — *Winston.*

III. **Essential Parts of the Sentence:**

1. Subject — the word or words denoting that of which anything is said.
2. Predicate — the word or words which express what is said of the subject.

[1] *Grammar at Work* is presented in outline form because, though pupils in high school are familiar with grammatical terms, they need to clarify their ideas through a logical grouping of essentials.

IV. **Elements of the Subject and the Predicate:**

1. Words:

(*a*) Parts of speech:

1. Noun
2. Pronoun
3. Adjective
4. Verb
5. Adverb
6. Preposition
7. Conjunction
8. Interjection

2. Groups of words:

(*a*) Phrases:

1. Prepositional
2. Participial
3. Infinitive

Note: A group of words consisting of a verb and one, two, or three auxiliaries is sometimes called a "verb phrase" — *will go, has been found, may have been seen.*

(*b*) Clauses:

1. Principal or independent
2. Subordinate or dependent

EXERCISES

I. Groups of words lacking a subject or lacking a predicate, or lacking both subject and predicate, are sometimes written as sentences. We shall call such errors *sentence structure* errors, and your teacher will indicate them in your themes by the abbreviation S.S.

A. Which of the following groups of words are not sentences? Why?

1. Received your letter last week, and was very glad to hear from you.

2. Hoping to receive an early reply,
Yours truly
John Smith
3. He was a man whom everybody trusted. A man whom everybody admired.
4. I should like to imitate Abraham Lincoln. To see things clearly. To stick up for the right. To be gentle and kind.
5. Was sorry to hear of your illness.
6. We were delighted with the poems you recommended. Especially with "My Mother's Words."
7. Joseph Conrad was born in the Ukraine on December 6, 1857. The son of a Polish squire.
8. There are eight of us going. Four boys, friends of Clive's, and four girls.
9. This station provides gasoline to trucks, to tractors, and to automobiles owned by the State. And performs similar service to the State Automobile Commission.
10. Hearing a noise in the trees above. I listened very carefully.

B. Write the correct forms of the illustrations above.

II. Now we must look at another kind of S.S. error. Two or three sentences are written, without proper punctuation, as one sentence.

A. How many sentences are there in each of the following groups of words?

1. We left the Franklins in Venice yesterday, it was very hard to part from them.
2. In the eighteenth century Johnson formed his literary club among the members were such men as Burke and Goldsmith.
3. Washington had proved himself a great leader in time of war, he now proved himself a great leader in time of peace.

4. What is the matter, can't you hear me?
5. I used to take my work out under the trees, then I could watch the children at their play.
6. I am setting my prices for vegetables according to what mother pays at the store, they are as follows:
7. The poet has an eye for the beauties of nature, he sees things which we merely pass by.
8. In the morning we are going to see a man in New York, then in the afternoon we are going up to West Point to see a game between the Army and Notre Dame.
9. After Maria has thrown down the letter, she goes out, almost immediately Malvolio appears and picks it up.
10. It must not be thought that he preaches in his poems, he does not, on the contrary, he writes in a delightfully human way.
11. One day our teacher told us about a parody on "The Raven," I am not sure whether the following is right, but I think it is.

B. Write the correct forms of the illustrations above. In some cases you may prefer semicolons to periods.

Note to the pupil: Whenever your teacher puts S.S. in the margin of your theme, try very hard to understand your error and to avoid making it in your next theme.

NOUN

I. **Definition:**

A noun is the name of a person or a thing; as, *John*, *Chicago*, *stone*, *kindness*. A noun or anything used as a noun is sometimes called a *substantive*.

II. **Classification:**

1. Proper (John)
2. Common:
   - *a*. Concrete (desk)
   - *b*. Collective (crowd)
   - *c*. Abstract (happiness, virtue, reading)

III. **Modifications:** (As used in this text *modifications* means not only changes in the form of a word, called *inflection*, but also changes in meaning and use.)

1. Person:
   - *a*. First person = the one speaking
   - *b*. Second person = the one spoken to
   - *c*. Third person = the one spoken about

2. Number:
   - *a*. Singular (girl, bush, valley, enemy, man)
   - *b*. Plural (girls, bushes, valleys, enemies, men)

3. Gender:
   - *a*. Masculine (man)
   - *b*. Feminine (woman)
   - *c*. Neuter (pencil)
   - *d*. Common (baby)

4. Case:
   a. Nominative
   b. Possessive
   c. Objective

IV. **A Study of *Capitalization:***

1. Begin proper nouns with a capital letter — John, Mr. Brown, New York.

2. Pay special attention to the following rules:
   a. Begin with a capital letter each of the following: names of days of the week, of holidays, of special days, of the months — Wednesday, Independence Day, Good Friday, January.
   b. Begin with a capital letter each of the following: names of religious groups, of political parties, of fraternal organizations, and of societies — Catholic, Protestant, Methodist, Democrat, Republican, Odd Fellows, King's Daughters' Society, Clio Club.
   c. Begin with a capital letter names of sections of the country — North, South, East, West.
   d. Take special pains to write each of the following with a capital letter: Bible, Christian, Jew.
   e. Do *not* begin with a capital letter names of the seasons — spring, summer, autumn or fall, winter.
   f. Do *not* begin with a capital letter names of subjects studied in school, except English, French, German, Spanish, etc.; English history, etc.; Major A, Major B, Major C.

V. **A Study of *Person:***

1. Nouns do not change their form for *person*. *John* may be of the first person, of the second person, or of the third person.

2. A noun is of the *first person* when it is in apposition with some form of *I*.

   (*a*) I, *John*, declare this to be true.
   (*b*) We *Americans* are an energetic people.

3. A noun is of the second person when it is used as a word of address or when it is in apposition with some form of *thou* or *you*.

   (*a*) *John*, please shut the door.
   (*b*) He sent it to you *boys*.

4. Most nouns are of the *third person*.

   I saw *John* last week.

VI. **A Study of *Number*:**

1. Write the rules that govern the formation of the following plurals:

   girls from *girl*
   bushes from *bush*
   valleys from *valley*
   enemies from *enemy*
   and's from *and* (You use too many *and's*.)
   a's from *a* (There are two *a*'s in separate.)
   9's from 9 (There are three 9's in 999.)
   +'s from + (The two +'s should have been two −'s.)

2. Write the plurals of the following words. Most of them are easy. Consult the dictionary when you are not sure of the correct form.

   alley, ally, attorney-at-law, calf, child, colloquy (*u* after *q* is a consonant), court-martial, cry, dwarf, echo, elf, father-in-law, foot, forget-me-not, goose, gulf, hero, hoof, Knight Templar, loaf, louse, maid-servant, manservant, man-of-war, Mr., negro, pail

full, pailful, piano, potato, roof, shelf, soliloquy, thief, tooth, toothbrush, woman, boss, fox, topaz, church, bush.

VII. A Study of *Gender*:

Some interesting gender forms:

Masculine	*Feminine*	*Masculine*	*Feminine*
abbot	abbess	horse	mare
bachelor*	spinster, maid	hart (*or* stag)	hind
buck	doe	hero	heroine
bull	cow	Jesse	Jessie
bridegroom	bride	marquis	marquise (French)
cock	hen		
duke	duchess*	marquis *or* marquess	marchioness (British)
drake	duck		
earl	countess	peacock	peahen
emperor	empress	ram	ewe
executor	executrix	shepherd*	shepherdess*
fox	vixen	widower	widow
Francis	Frances	wizard*	witch
gander	goose		
he-bear	she-bear		
he-goat	she-goat		

* Note spelling.

VIII. A Study of *Case*:

1. Nominative:
   (*a*) Subject of verb
      1. Two *books* are on my desk.
      2. There are two *books* on my desk.
      3. On the ground lay a *flower*.
      4. He is taller than his *father* (is tall).

Note: To find subject ask the question *who* or the question *what* BEFORE the verb.

Note: When the expletive *there* (see sentence 2) introduces the clause the subject stands AFTER the verb.

(*b*) Attribute complement of verb or verbal (attribute, predicate nominative, subjective complement)

1. He is *president.*
2. Arnold turned *traitor.*
3. Tom was called a *hero.*

Note: Attribute is identical with subject. Arnold is the traitor; the traitor is Arnold.

(*c*) Nominative absolute

1. The *fog* growing more dense, we could not run at full speed.
2. We did not go, the *day* being rainy.
3. He rose abruptly, his *face* red with anger.
4. They stood *side* by side.

Note: A noun (or pronoun) used independently with a participle expressed or understood is called nominative absolute.

(*d*) Nominative by exclamation

Mercy, what have you done?

(*e*) Nominative by direct address

1. *John,* come here.
2. Come here, *children.*
3. O *queen,* I supplicate thee.

(*f*) Nominative by pleonasm

1. Thy *children,* they weary for thee.
2. Thy *rod* and thy *staff,* they comfort me.

Note: Children stands before *they,* not after; hence it is not in apposition with *they.*

Note: Pleonastic construction should be used only in poetry and in lofty prose.

(*g*) Appositive of noun or pronoun in nominative case

1. Rebecca, the *daughter* of Isaac, was tried for witchcraft.
2. It was Nausicaa, the *daughter* of Alcinous.

2. Possessive:

(*a*) Possessive modifier of noun expressed

Mary's book is lost.

(*b*) Possessive modifier of noun understood

1. The book was *Mary's*.
2. I bought the pencil at *Smith's*.
3. I went down to *Aunt Mary's*.

(*c*) Double possessive (*of* and *'s*) (an idiom)

She is a friend *of* my *sister's*.

Note: Sister's does not modify a noun understood.

(*d*) Appositive of noun in possessive case

John the *gardener's* tools were lost.

Note: John's has dropped *'s*, but it is in the possessive case. It modifies *tools*.

3. Objective:

(*a*) Object complement of verb or verbal:

1. Ordinary object complement (object, direct object)
   a. John struck the *ball*.
   b. I gave Mary a *book*.
2. Cognate object
   He sang a *song*.
3. Retained object
   a. He was given a *book*.
   b. The workman was paid his *wages*.

Note: Object complement answers questions *what* and *whom after* the verb. It is not identical with the subject:

Note: Retained object is a so-called object after the passive of verbs like *give, tell, ask.* (See page 11, second note under (*c*).)

(*b*) Objective complement of verb or verbal

They elected Mary *secretary.*

Note: The objective complement stands AFTER the object complement and refers to the object complement. It may often be tested by putting *to be* before it. It comes most often after verbs like *make, choose, elect,* and *appoint.*

(*c*) Indirect object of verb or verbal

I gave *Mary* a book.

Note: The indirect object stands BEFORE the direct object. It may be tested by putting *to* or *for* before it. It comes most often after verbs like *give, tell,* and *ask.*

Note: Ordinarily the object complement of a verb in the active voice becomes the subject of the verb when the verb is changed to the passive voice.

John struck the *ball.* (Active)
The *ball* was struck by John. (Passive)
I gave Mary a *book.* (Active)
A *book* was given to Mary by me. (Passive)

Sometimes, however, the indirect object becomes the subject of the verb in the passive voice. Then the object complement is retained after the verb and is called retained object.

Mary was given a *book.*

The retained object is *not* identical with the subject. Thus in

John was called a *hero*

hero is not retained object. It is attribute complement.

(*d*) Object of preposition expressed

The children went to the *circus.*

(*e*) Object of preposition (to, unto) understood after *near* and *like*

The house stood near the *road.*
The house stood near *to* the *road.*

(*f*) Adverbial objective modifying verb, verbal, adjective, or adverb

1. She came last *night.* (Modifies verb)
2. The boy is five *feet* tall. (Modifies adjective)
3. That is worth ten *dollars.* (Modifies adjective)
4. That happened a long *time* ago. (Modifies adverb)

Note: An adverbial objective is a noun answering an adverbial question. The adverbial questions are as follows: When? Where? How? Why? To what extent?

(*g*) Appositive of noun or pronoun in objective case

1. I saw Henry, the *captain* of the team.

Note: Compare with objective complement, and note difference in meaning and in punctuation.

IX. **Special Study of Formation of Possessives:**

1. Possessive singular:

(*a*) To form the possessive singular of a noun that does not end in *s* (man, girl, friend) put *'s* after the whole word (man's, girl's, friend's).

(*b*) To form the possessive singular of a noun that ends in *s* (boss, James, Richards) do one of two things: either put *'s* after the whole word (boss's, James's, Richards's) or put ' after the whole word (boss', James', Richards').

The New York Times gives us — Richards's rise, Mr. Childs's contribution, Dawes's campaign.

The Saturday Evening Post gives us — boss' inquiries, Farmer Giles' cow shed, James' position.

The first method — boss's, James's, Richards's — is in accordance with the *best* usage.

2. Possessive plural:

(*a*) To form the possessive plural of a noun take three steps:

1. Form the plural of the noun.
2. Look at the last letter.
3. If the last letter is not *s*, put *'s* after the plural.

If the last letter is *s*, put ' after the plural.

Man —

1. Form the plural — men.
2. Look at the last letter — it is not *s*.
3. Put *'s* after the plural — men's.

Boy —

1. Form the plural — boys.
2. Look at the last letter — it is *s*.
3. Put ' after the plural — boys'.

X. **Illustrations of Declension:**

	Singular	*Plural*	*Singular*	*Plural*	*Singular*	*Plural*
Nom.	man	men	boy	boys	Charles	the Charleses
Poss.	man's	men's	boy's	boys'	Charles's	the Charleses'
Obj.	man	men	boy	boys	Charles	the Charleses

XI. **Other Parts of Speech Used as Nouns,** said to be used substantively:

1. Adjective

The *poor* always ye have with you.

2. Adverb

(*a*) He ought to be here by *now*.
(*b*) Since *then* he has done nothing but weep.

XII. **Rules Relating to Common Errors in the Use of Nouns:**

1. When two or more possessive nouns imply common possession, use the possessive sign with the last noun only.

Lord and Taylor's department store is on Fifth Avenue.

2. When two or more possessive nouns do not imply common possession, use the possessive sign with each noun.

(*a*) *Altman's* and *Best's* department stores are on Fifth Avenue.
(*b*) Neither a *man's* nor a *woman's* vote was cast.
(*c*) It was the *principal's*, not the *teacher's*, plan.

3. When a noun in the possessive case has an appositive, the appositive and not the noun takes the sign.

I found my *brother's* hat.
I found my brother *Jack's* hat.

4. The possessive plural of compound nouns like son-in-law (sons-in-law's) is awkward. Use an *of* phrase.
5. Ordinarily do not use the possessive case of words naming inanimate things. Do not say, "*the house's side*," but "the side *of the house*."
6. Though some plural possessives, where the idea of ownership is not strong, are dying out (write *Regents examinations*, not *Regents' examinations*) the following singular forms and plural forms and others like them are still in good use:

a minute's notice, two minutes' notice, a dollar's worth, two dollars' worth, a day's journey, a five days' journey, an hour's delay, a two hours' delay, a month's interest, six months' interest, at his wits' end, for conscience' sake, for goodness' sake, for justice' sake.

7. A collective noun is singular when the collection as a whole is thought of; it is plural when the individuals making the collection are thought of.

(*a*) The jury *was* out three hours.
(*b*) The jury *were* agreed.

8. Say, "I will walk a little way (not ways) with you." You cannot go more than one way at any given time.

XIII. **Punctuation:**

1. Cut off by the comma the absolute construction.

(*a*) *The day being stormy,* we did not go.
(*b*) We did not go, *the day being stormy.*
(*c*) The captain, *his orders having at last arrived,* set sail for New York.
(*d*) Exception:
The children stood *side by side.*
They stood *face to face* with danger.

2. Cut off by the comma nouns independent by exclamation, direct address, and pleonasm.

(*a*) Good *heavens,* is this true?
(*b*) I will help you now, my *child.*
(*c*) Now *Ben,* he loved a pretty maid,
Her name was Nellie Gray.

— Thomas Hood, *Faithless Nellie Gray.*

3. Cut off by the comma appositives (except those that have very close connection with the word they explain, as we *Americans*, you *boys*, Uncle *John*, sister *Mary*, the poet *Wordsworth*).

   Wordsworth, the Romantic poet, wrote a series of noble sonnets.

4. Place a comma between the name of a village, a town, or a city and the name of a county or of a state.

   Albany, New York.

5. Place a comma after the salutation of a friendly letter.
6. Use the comma to separate nouns in a series unless all the conjunctions are expressed.

   (*a*) He studied Tennyson, Browning, and Carlyle.
   (*b*) Houses, barns, fences were destroyed by the flood.
   (*c*) I saw a cow, a horse, a pig, and two sheep.
   (*d*) Houses and barns and fences were destroyed by the flood.

EXERCISES

I. Proper and Common Nouns

A. Write on the blackboard the names of ten subjects studied in grammar school and in high school. Which begin with a capital letter; which with a small letter? When you understand this point thoroughly, try hard to write these names correctly in your themes.

B. In the preceding direction *grammar school* and *high school* begin with small letters. When only should they begin with capital letters?

C. Write a paragraph of from five to ten sentences on the following subject:

A day in first year high school.

D. When is *president* a common noun? When a proper noun? *general, king, captain?*

II. Number

Write original sentences to illustrate the plural of the following words:

ally, bus, cry, dwarf, echo, fox, freshman, gulf, hero, hoof, Knight Templar, Mr., pail full, pailful, Sophomore, soliloquy, spoon full, spoonful, topaz, woman.

III. Syntax

A. **Models:**

1. Two *books* are on my desk.
   Books is the subject of *are.*
2. He is *president.*
   President is attribute complement (or attribute or predicate nominative or subjective complement) of *is.*
3. The *fog* growing more dense, we could not run at full speed.
   Fog is nominative absolute.
4. *Mercy,* what have you done?
   Mercy is independent by exclamation.
5. *John,* come here.
   John is independent by direct address.
6. Thy *children,* they weary for thee.
   Children is independent by pleonasm.
7. Rebecca, the *daughter* of Isaac, was tried for witchcraft.
   Daughter is in apposition with *Rebecca.*

B. Give the syntax of the italicized words. Study these easy sentences carefully to make sure that you understand your nominative constructions.

1. Then there came, after a breathless hush, a great *burst* of song.

2. What can I say to you, my poor *boy?*
3. This man had been the *head* of the Nationalists in India.
4. *Goodness, child,* what is the *matter?*
5. Woodrow Wilson, our war *president,* was a firm *believer* in the League of Nations.
6. Joyce Kilmer, the *author* of "Trees," was killed in the World War.
7. Have you read John Oxenham's poem "Where are you going, *Great Heart?*"
8. The man stood waiting, a bewildered *expression* on his countenance (a bewildered expression being on his countenance).
9. There were no *railroads* in 1825.
10. He sat a little forward in his chair, his *hands* gripping its sides.
11. It was our old *friend, Henry King,* who came to our rescue.
12. There are several *reasons* why he failed to meet us.
13. Washington became our first *president* in 1789.
14. "Look out, *Jack,*" he said. "We are *rivals* now."
15. I have lost my job, *thanks* to you (thanks being to you).
16. Between these stood the great *candles,* shining with a clear pure light.
17. The *storm* having broken, we fled to the hills.
18. Around and behind him were *people* in plain civic dresses, and two or three war-worn *veterans,* evidently *officers* of rank.

— HAWTHORNE, *Old Esther Dudley.*

19. The wandering *airs,* they faint
On the dark, the silent stream.

— PERCY BYSSHE SHELLEY, *The Indian Serenade.*

C. **Models:**

1. *Mary's* book is lost.
Mary's modifies *book.*

2. I bought the pencil at *Smith's*.
   Smith's modifies *store* understood.

3. She is a friend of my *sister's*.
   Sister's is a part of the double possessive *of my sister's*.

4. John the *gardener's* tools were lost.
   Gardener's is in apposition with John('s).

D. Give the syntax of the italicized words. Study these sentences and make sure that you understand your possessive construction.

1. On *New Year's* day we went to *St. Peter's* in Rome.
2. I saw your advertisement in this *morning's* "Times."
3. Mr. *Haines's* answer was very cautious.
4. The *teachers'* meeting was held in the office.
5. After a few *days'* tour of investigation I returned home.
6. A little later we stopped at *Peter's*.
7. *Peter* the *guide's* staff was broken.
8. The *leaders'* opinions were not worth having.
9. There was a *moment's* silence.

E. **Models:**

1. John struck the *ball*.
   Ball is object complement (or object or direct object) of *struck*.

2. He sang a *song*.
   Song is cognate object of *sang*.

3. He was given a *book*.
   Book is retained object of *was given*.

4. They elected Mary *secretary*.
   Secretary is objective complement of *elected*.

5. I gave *Mary* a book.
   Mary is indirect object of *gave*.

6. The children went to the *circus*.
   Circus is object of the preposition *to*.

7. The house stood near the *road*.
   Road is object of the preposition *to* understood.

8. She walked three *miles*.
   Miles is adverbial objective and modifies *walked*.

9. The boy is five *feet* tall.
   Feet is adverbial objective and modifies *tall*.

10. That is worth ten *dollars*.
    Dollars is adverbial objective and modifies *worth*.

11. That happened a long *time* ago.
    Time is adverbial objective and modifies *ago*.

12. I saw Henry, the *captain* of the team.
    Captain is in apposition with *Henry*.

F. Give the syntax of the italicized words. Study each objective construction carefully.

1. He slept the *sleep* of the righteous.
2. Many *years* ago in a far *country* there lived two small *children*.
3. Robert Burns died near the *end* of the eighteenth century.
4. He could tell *Margaret* little more than she already knew.
5. During the Black Hawk War volunteers from New Salem made *Lincoln* their *leader*.
6. The stage was six *feet* high.
7. Mary looks very much like her *cousin*.
8. The Hudson at this point is more than four *miles* wide.
9. Last *night* at the *club* Williams was given a *reward* for his conduct.
10. In that out-of-the-way *place* we found, strange to say, the *happiness* we had sought so long.
11. They appointed *Smith* temporary *chairman*.
12. Last *week* I saw *Smith*, the *chairman* of the committee.

13. An actor dressed like a *priest* appeared on the stage.
14. We rented the cottage to the *Reynoldses*, old *friends* of ours.
15. The *strong* must help the *weak*.
16. They christened the *baby Elizabeth*.
17. The bandits gave the *pilgrim* his *talisman*.
18. The soldier was awarded a *bonus*.
19. An *hour* later, the *road* still being blocked, he made a *detour*, reaching *West Point* before *nightfall*.
20. I have been asked that *question* many *times*.

G. Give the syntax of the italicized words in the following sentences:

The *moment* the *travelers* arrived at *Jack's* they called for *supper*. All *danger* being over, the party felt a *sense* of relief; and while no one wished to sing a *song* or dance a *jig*, yet there was apparent a *lightness* of spirit in strong contrast to the heavy *gloom* that had oppressed every one a few *days* earlier.

Warren, the *leader* of the expedition, lay at rest in the shadows near the old *shack*, his *head* propped on one arm. He looked the *hero* that he was, and now that *responsibility* had, for the moment, fallen from his shoulders, he seemed a comparatively young *man*.

IV. Possessives

A. In not more than five minutes write the possessive singular and the possessive plural of the following words:

creature, man, American, Frenchman, German, attorney, flier, child, friend, prince, princess, committee, poet, woman, witness, ally, company, resident, non-resident, society, wife, pupil, baby, freshman, dollar.

B. Using the preferred method, write the possessive singular of the following:

Davis, Hughes, Dawes, Silas, Schurz, Burns, Evans, Dickens, Brutus, Columbus.

C. In not more than six minutes write original sentences to illustrate the possessive singular and possessive plural of:

boy, man, day, teacher, child, boss, enemy, baby, monkey, class.

D. "The New York Times" prints the following:

1. He was discharged after three *years'* service.
2. That occurred three *years* ago.

Why is *years* in the first sentence written with the apostrophe while *years* in the second sentence is written without?

E. In the following selections, put the possessive sign wherever it belongs:

1. After a months vacation Marion returned to teach at Miss Bakers. Her delight in the childrens work ran high, for she had given many weary weeks to class and to individual instruction. She was not discouraged by the fact that the big boys progress was slower than the little boys! In time the Toms, the Dicks, and the Harrys of the upper grades would awaken to their duties and then there would be fewer excuses for careless work. . . . She was glad now that she had not asked for a years leave of absence. [Page 25, VIII.]
2. My companions fears returned, for he had no faith in the natives promises. He believed them capable of every crime, from stealing Captain Knoxs coat to murdering every mothers son of us in bed.
3. Many a womans lot is hard. She finds that it takes her all day long to do a half days work. The trouble is that often her tools are designed according to mens ideas rather than to womens. . . . Will you let us send you our vacuum cleaner on thirty days approval? We guarantee satisfaction.

V. S.S. Errors

Correct the following S.S. errors, and explain your corrections by giving the syntax of the italicized words:

1. It was hard to know what to do. The *day* being very cold and rainy.
2. Last week we visited the castle of Lord Brooke. A great moated *place* built in the Middle Ages.
3. The fellow had been fooled by a shrewd rascal. *Thanks* to his own slow wits.
4. There are a dozen questions, sir, of more importance than the one you mention. *Questions* of taxation, of food supply, of childlabor.
5. The *house* being very cold and dreary and its *inmates* anything but hospitable in their relations with me. I decided to stay, for a while at least, at the village inn.

Note to pupil: Have you made any S.S. errors in your themes lately? If you have, take *special* pains to avoid them in your next theme.

VI. Choice of Correct Word

Choose from the forms in each parenthesis the correct word or words, and give the reason for your choice:

Jimmy came rushing into the room.

"What is the matter?" I asked with concern.

"For (goodness, goodness') sake," he cried, "didn't you hear the fire whistle? Come to the other side of the building where you can see the excitement. (Parke's, Parke) and Dean's candy store is in flames, and (Whitney's, Whitney) and Allen's are likely to go too."

Without a (moments, moment's) delay I rushed out, ran a little (way, ways) down the hall, then turned into (Johnsons, Johnson's) office. Flames and smoke everywhere! It seemed as if the whole village must go. The (street's sides, sides of the street) were lined

with people as far as (Denby, Denby's) and Smith's paint shop, but the thoroughfare itself was kept open for help from neighboring (villages, village's). The Fire Department (was, were) working heroically, but it was untrained and had little up-to-date equipment.

My own house, on the south, was safe, but I could see at a glance that (my sisters-in-law's houses, the houses of my sisters-in-law) were doomed. When the garage roof caved in, I knew that no human power could save anything on the (square's north side, north side of the square). (Tom, Tom's) the grocer's store went first, and after that the theater, and then a long row of frame buildings. In thirty (minutes', minutes) time, a hundred thousand (dollars, dollars') worth of property lay burned and blackened.

VII. Punctuation

A. Punctuate the following sentences. Give reasons for all commas that you insert.

1. Mother called, "Jack are you all right?"
2. His father was John E. Ince a well-known comedian.
3. We have read *Ivanhoe Pilgrim's Progress The Ancient Mariner* and *As You Like It*.
4. It was last summer that Anna Johnson mother's cousin asked me to visit her.
5. The weather being extremely cold we decided to go South.
6. As the children drew near, they called, "Father mother see what we've got."
7. "No sir he hasn't come yet," Tom replied.
8. We're going to be sent home thanks to you.
9. The convention over the delegates went home.
10. "How do you do Jim?" said Mary in calm, precise tones.
11. Ponce de Leon the Spanish adventurer went in search of the fountain of youth.

12. "I beg your pardon miss," said the agent.

13.

50 Main Street
Kingston, New York
May 10, 1928

Dear Mary,

I am sending you by parcel post the clothes that you wrote for the two dresses, the shoes, and the gloves. I am also sending you a "surprise" the box from Aunt Jane having come at last.

Please let me know whether you receive the clothes.

Yours lovingly,
Jane

14. There followed a shower of saucepans, plates, and dishes.
— CARROLL, *Alice in Wonderland.*

B. Find, in your reading, sentences to illustrate the rules of punctuation given on pages 15 and 16. Put some of these sentences on the blackboard.

C. In your next theme try to illustrate at least two of the rules for punctuation given on pages 15 and 16.

VIII. SPECIAL HELPS

A. The plural of proper nouns ending in *y* is made without changing the *y* to *i*, for instance, *the Harrys, the Perrys.*

B. Possessive nouns, whether they express ownership or not, — *Mary's hat, two months' delay* — bear a strong modifying relation to the noun that follows.

C. A noun of value before the noun *worth* is in the possessive case — *a dollar's worth, two dollars' worth;* a noun of value after the adjective *worth* is adverbial objective — *worth a dollar, worth two dollars.*

PRONOUN

I. **Definition:**

A pronoun is a special kind of word used instead of a noun; as, *he, she, it.*

II. **Classification:**

1. Personal:

(*a*) The personal pronoun shows *by its form* whether it is of the first person, of the second person, or of the third person. In other words, it does not have to be in a sentence for you to know whether it represents the speaker, the one spoken to, or the one spoken about. It has nothing to do with *person* meaning a human being.

(*b*) List:

1. Simple personal — I, thou, you, he, she, it.
2. Compound personal — myself, thyself, yourself, himself, herself, itself.

2. Relative:

(*a*) The relative pronoun has the power to make one sentence out of two. In *This is the girl. She won the prize*, we have two sentences because the personal pronoun *she* has no connective power. If we change the personal pronoun *she* to the relative pronoun *who*, we may write the two sentences as one — *This is the girl who won the prize.* As a *clause* is a group of

words containing a subject and a predicate we call *This is the girl* a clause, and we call *who won the prize* a clause. The first is called *principal* or *independent clause;* the second is called *subordinate* or *dependent clause.*

(*b*) It is an S.S. error to write a dependent clause as if it were a complete sentence.

(*c*) List of relative pronouns (learn very thoroughly):

who
which
what (= that which)
that (= who, which)
as (after *such, same, as many*)

I took such help *as* I could get.

but (= who + not, which + not)

There is no one *but* praises him.
There is no one *who* does *not* praise him.

Note: An antecedent is a noun (or some equivalent of a noun) to which a pronoun refers.

a. John took *his* hat.
John is the antecedent of *his.*

b. The man who came in was a stranger.
Man is the antecedent of *who.*

Note: With the exception of *what,* relative pronouns follow antecedents. *What* includes its antecedent, *that* being the antecedent and *which* the relative pronoun.

3. Interrogative:

(*a*) The interrogative is used in direct questions or in indirect questions.

1. *Who* spoke? (Direct)
2. I do not know *who* spoke. (Indirect)

(*b*) The interrogative never refers to an antecedent. Note that in 3 (*a*) 1 and 2 *who* does not refer to a substantive (a noun or anything used as a noun).

(*c*) List of interrogative pronouns:

who, which, what

4. Indefinite:

(*a*) An indefinite pronoun is one that does not point out or determine exactly.

(*b*) Partial list of indefinite pronouns:

all, another, both, few, little, many, much, other, several, some.

5. Demonstrative:

(*a*) A demonstrative pronoun is one that points out.

(*b*) List of demonstrative pronouns:

this, that, these, those.

6. Distributive:

(*a*) A distributive pronoun is one that separates groups into individuals. It is always singular.

(*b*) List of distributive pronouns:

each, either, neither

Note: The distributive is important in our study because many errors are made in the verb and the pronoun that agree with it.

Wrong: *Neither* of the men *tell their* story well.

Right: *Neither* of the men *tells his* story well.

III. **Modifications:**

1. Person
2. Number
3. Gender
4. Case

IV. A Study of Person:

1. Personal pronoun:
   (*a*) First person — *I* and all its forms.
   (*b*) Second person — *thou*, *you*, and all their forms.
   (*c*) Third person — *he*, *she*, *it*, and all their forms.
2. The person of a relative pronoun is the person of its antecedent.
   (*a*) First person — I *who* speak am your friend.
   (*b*) Second person — You *who* speak are my friends.
   (*c*) Third person — I saw the man *who* spoke.
3. Other pronouns are, with a few exceptions, of the third person.

V. A Study, through Declension, of Number Forms and Case Forms:

1. Simple personal pronouns:

	Singular	*Plural*
Nominative	I	we
Possessive	my, mine	our, ours
Objective	me	us
Nominative	thou	ye, you
Possessive	thy, thine	your, yours
Objective	thee	you
Nominative	you	you
Possessive	your, yours	your, yours
Objective	you	you
Nominative	he	they
Possessive	his	their, theirs
Objective	him	them
Nominative	she	they
Possessive	her, hers	their, theirs
Objective	her	them

	Singular	*Plural*
Nominative	it	they
Possessive	its (note spelling)	their, theirs
Objective	it	them

Note: We is used in the place of the singular *I* by kings and other sovereigns, and often by editorial and other writers as being less personal or egotistical. — *Webster.*

Note: Ours, yours, hers, its, and *theirs* do not take the apostrophe.

2. Compound personal pronouns:

	Singular	*Plural*
Nominative	myself, ourself	ourselves
Possessive	——	——
Objective	myself, ourself	ourselves
Nominative	thyself	yourselves
Possessive	——	——
Objective	thyself	yourselves
Nominative	yourself	yourselves
Possessive	——	——
Objective	yourself	yourselves
Nominative	himself (note spelling)	themselves
Possessive	——	——
Objective	himself	themselves
Nominative	herself	themselves
Possessive	——	——
Objective	herself	themselves
Nominative	itself (note spelling)	themselves
Possessive	——	——
Objective	itself	themselves

Note: Ourself is used in the place of the singular *myself* as *we* is used in the place of *I*. See above, first note.

3. Relative and interrogative pronouns:

	Singular	*Plural*
Nominative	who	who
Possessive	whose	whose
Objective	whom	whom
Nominative	which	which
Possessive	——	——
Objective	which	which
Nominative	what	what
Possessive	——	——
Objective	what	what

Note: *Whose* is often used as the possessive of *which.*

4. Other relative pronouns:

That, as, but have no change of form.

VI. **A Further Study of Case:**

A. Pronouns are used for the most part like nouns

1. Nominative case:

(*a*) Subject of verb

1. *He* is better than *I* (am good).
2. What were *you* and *he* doing?
   You and *he* were doing what?
3. *Who* did you say found the book?
   You did say *who* found the book?

(*b*) Attribute of verb or verbal

1. It is *she.*
2. That is *they.*
3. *Who* do you think it is?
   You do think it is *who?*

(*c*) Nominative absolute

1. *This* being true, I cannot help you.
2. We rejoiced at his good fortune, *both* of his stories having been accepted.

(*d*) Nominative by exclamation

That! That isn't my plan!

(*e*) Nominative by direct address

1. *You*, why don't you come when I call?
2. Come here, *you* rascal.

(*f*) Nominative by pleonasm

Some, they thought it funny
And *some*, they thought it sad.

(*g*) Appositive of noun or pronoun in nominative case

1. We, Mary and *you* and *I*, are to go at once.
2. Our old friends, *they* whom we have tried and found true, are very dear to us.
3. He *himself* is responsible.

2. Possessive case:

(*a*) Possessive modifier of noun expressed

His answer was brief.

(*b*) Possessive modifier of noun understood

Here is my book. Where is *yours* (your book)?

(*c*) Double possessive

He is a friend *of ours*.

3. Objective case:

(*a*) Object complement of verb or verbal

1. Ordinary object complement

a. They saw *us*.
b. Let *him* and *me* do it.
c. *Whom* did you see?
You did see *whom?*
d. The man *whom* we saw was a famous general.
We saw *whom*.

2. Retained object

He was given *all* that was left.

3. Reflexive object

They hurt *themselves*.

(*b*) Objective complement of verb or verbal

Fortune made him *all* that he had longed to be.

(*c*) Indirect object

1. They told *us* the good news.
2. The teacher paid *you* and *me* a compliment.
3. I paid *myself* a compliment.

(*d*) Object of preposition expressed

1. Please give this to *her*.
2. I will take this flower for *myself*.
3. The man to *whom* we spoke was a Russian.

(*e*) Object of preposition (to, unto) understood after *near* and *like*

She looks like *him*.
She looks like (unto) *him*.

(*f*) Adverbial objective

It won't cost *much*.

(*g*) Appositive of noun or pronoun in objective case

1. Let's *you* and *me* go. (us, *you* and *me*)
2. I saw the President *himself*.

B. Attention is called to the following points:

1. *Mine*, *thine*, *yours*, *hers*, *ours*, *theirs* are commonly used when the noun is not expressed.

This is *my* book.
This is *mine*.

2. The compound personal pronoun should be used only as an intensive or a reflexive. As an intensive it is in apposition with a noun or a pronoun; as a reflexive it is object of a verb, indirect object of a verb, or object of a preposition.

(*a*) I *myself* heard it. } (Intensive)
I heard it *myself*. }

(*b*) He loved *himself*.
He paid *himself* a compliment. } (Reflexive)
He took it for *himself*.

Note: Occasionally the compound personal pronoun is used as attribute complement.

She is not *herself* to-day.

VII. **Special Uses of *It*:**

1. Expletive — as grammatical subject when the real or logical subject stands after the verb

(*a*) *It* is true *that he was elected.*
(*b*) *It* is good *to succeed in one's work.*

2. Impersonal — in expressions of the weather

(*a*) *It* is clear.
(*b*) *It* is going to rain.
(*c*) *It* is colder.

3. Indefinite

(*a*) Go *it*, boys.
(*b*) *It* is time to go.

Note: Distinguish between these and the ordinary use of *it* with an antecedent.

This letter is mine. *It* came last night.

VIII. **Rules Relating to Common Errors in the Use of Pronouns:**

(The substance of these rules should be learned by heart.)

1. The subject of a verb is in the nominative case.

   (*a*) He is a man *who* I believe will help us.
   He is a man *who* will help us, I believe.
   (*b*) He can do that better than *I*.
   He can do that better than *I* can do it.

2. *Be* or *am* takes the same case after it as before it.

   Or

   The attribute complement is in the same case as the word to which it refers. (Though "it is me" is gaining ground, "it is I" is still the preferred form for *formal* writing and speech.)

   (*a*) Who do you think I am?
   You do think *I* am *who?*
   (*b*) Whom do you take me to be?
   You do take *me* to be *whom?*

3. The object of a verb or a verbal (participle, gerund, infinitive) is in the objective case.

   (*a*) I saw *him*. (Object of a verb)
   (*b*) Seeing *him*, I began to tremble. (Object of a participle)
   (*c*) Seeing *him* frightened me. (Object of a gerund)
   (*d*) I tried to see *him*. (Object of an infinitive)

4. The indirect object of a verb or a verbal is in the objective case.

   (*a*) I asked *her* a question. (Indirect object of a verb)
   (*b*) Asking *her* questions, I discovered the truth. (Indirect object of a participle)

(*c*) By asking *her* questions, I discovered the truth. (Indirect object of a gerund)

(*d*) I started to ask *her* questions. (Indirect object of an infinitive)

5. The object of a preposition is in the objective case.

This is between *you* and *me*.

6. A pronoun agrees with its antecedent in person, number, and gender. Its case depends upon its use in the sentence.

The *man* did *his* work.

7. Use the possessive case of a noun or a pronoun before a gerund (an *ing* verbal noun).

(*a*) What do you think of *my* studying law?

(*b*) I had not heard of *George's* winning the prize.

8. *Anybody else's* is preferred to *anybody's else; everybody else's* to *everybody's else*, etc.

9. *Who* refers to persons; *which* to animals and things; *that* to persons, animals, and things. (*Who* is sometimes used to refer to animals of an intelligent order like *dogs* and *horses*.)

10. A noun or a pronoun in apposition with another noun or pronoun is in the same case with it.

(*a*) It was your *friend*, *he* whom we saw in London.

(*b*) I met your *friend*, *him* whom we saw in London.

11. The pronoun *them* should never be used for the adjective *those*. (This is a common error in oral English and should be attacked vigorously.)

12. The expression *the both of them* should not be used.

13. *None* in modern usage may be either singular or plural.

14. *Himself*, not *hisself*, is correct; *themselves*, not *theirselves*.

15. The compound personal pronouns (myself, etc.) should not be used in the place of simple personal pronouns. Do not say "he gave that to John and myself," but "to John and me." Do not say, "John and myself were invited," but "John and I were invited."

IX. **Punctuation**:

1. Do not cut off by the comma the intensive personal pronoun.

   (*a*) He himself is here.

   (*b*) She found it herself.

2. The punctuation of clauses introduced by relative pronouns will be taken up in the study of adjective clauses.

EXERCISES

I. SYNTAX

A. **Models**: (Review pages 17 to 20 if necessary.)

1. Intensive and reflexive pronouns:

   (*a*) He told me himself.

Himself is an intensive pronoun in apposition with *he*.

   (*b*) He hurt himself.

Himself is reflexive object of *hurt*.

2. Relative pronouns:

   (*a*) The man *who* lives well is a credit to his race.

Who is subject of *lives* and relates to *man*.

(*b*) The roads over *which* we traveled were in need of repair.

Which is object of the preposition *over* and relates to *roads*.

(*c*) We fear the public, *whose* verdict is always uncertain.

Whose modifies *verdict* and relates to *public*.

B. Give the syntax of the italicized words:

1. They believed *themselves* right.
2. She carried *herself* with an air of pride.
3. He revealed the secret *himself*.
4. He *himself* was a dramatist of no mean repute.
5. The spirit of man must defend *itself* against the onslaughts of fate.
6. Then the king spoke, frowning the while, "We will decide this matter *ourself*."
7. She was talking to *herself*.
8. "Yes, sir," he said, "I'll go *myself*."

C. Classify and give the syntax of all pronouns:

1. The transaction, which involves several millions, has been pending for the last week or ten days.
2. The house to which you refer has long since been torn down.
3. We all know about the house that Jack built.
4. Whom did she expect?
5. They gazed at the prisoner, whose face was like a mask.
6. We looked at the back of the book, which had been unaccountably mutilated.
7. It was I who paid you the compliment.
8. The tools which he lent us proved satisfactory.
9. The party returned last week, all looking well and happy.
10. The boy who we supposed was honest turned out to be a thief.
11. The boy whom we supposed honest turned out to be a thief.

12. I do not know who spoke.
13. I do not know the person who spoke.
14. Was it they to whom you gave the report?
15. Please hand me the pen.
16. This done, they appointed me temporary chairman.
17. His visit to London showed him the impossibility of securing the demands of the radicals.
18. He was one of the pioneer directors in Southern California.
19. His friendliness made him one of the most popular of men.
20. It couldn't have been we whom they suspected.
21. As many as came he accepted.
22. There was no one but felt the justice of the verdict.
23. Such work as he had finished was excellent.
24. I have the same kind of pen as yours.
25. There is no one but respects you.
26. There should be such preparations as would make our statements sound.

D. Write five sentences containing indirect questions introduced by an interrogative pronoun. Note how the punctuation differs from that of a direct question.

E. Give orally a number of sentences to illustrate the use of the demonstrative pronoun.

F. Remembering that the distributive pronouns are singular, make sentences to illustrate each of them with singular verb and singular pronoun in agreement.

Model: Neither of them *tells his* story well.

G. Classify and give syntax of the following italicized words:

1. The *storm* being over, we started for New York. So far as *Harris*, our *chauffeur*, was concerned, there was *nothing* to fear. He was not only an expert, but also a careful, *driver*.

Jim, *who* had been our greatest *problem*, gave *us* no further *trouble*. He seemed somewhat ashamed of his attitude during the *week's delay*, and was as polite as you please.

When we reached *New York*, we stayed two *nights*. We saw several plays, *which* we enjoyed thoroughly. Two *weeks* later we reached Chicago, our original *destination*.

2. A few *minutes* later, Heath came into the *room*, his *face* beaming with pleasure. He gave *us* a detailed *report* of the meeting, and told *us* that he had accepted the *company's offer*. He intended to take a two *months'* vacation before entering upon his new duties, so that he might be in perfect trim for the exacting work *that* lay before *him*.

We knew that he was the right *man* for the job, and that, though he was more than fifty *years* old, he would be a dangerous *rival* to the younger men in the same field. He would make *himself* a *leader* before long — *that* was sure. He could not — would not — be a *figurehead*.

On the first of May, he made *Rob* his *secretary*, and paid *him* an excellent *salary*. The *rest* of the office force he did not engage at once, real *work* being a *month* off.

3. I do not believe that *this* is due to the effect of local pedagogy, for *teachers* from New England at work in the *South* turn out *pupils who* use the Southern drawl, and, in fact, the *teacher himself* after a few *years' residence* down there is very likely to bring back with him a combination of Yankee and Southern *dialect*.

H. Write a paragraph of from five to ten sentences, illustrating the use of the reflexives, intensives, and distributives. Choose an easy subject like one of the following:

1. What I did last night.
2. What I saw at the movies.
3. What I did last Saturday.

I. Find exercises in newspapers, magazines, and prefaces to textbooks.

II. S.S. Errors

Explain these S.S. errors by giving syntax of italicized words. Write the correct forms.

1. The President of the United States should have the following qualities. *Courage*, *honesty*, and *sympathy*.
2. Only one child went to work. The *other* being required at home.
3. Washington Irving is an interesting author. *One* whom we enjoy at all times.
4. The *truce* having been arranged. Spartan envoys set out for Athens to negotiate a permanent peace.
5. He had received the name of Brom Bones. By *which* he was known far and wide.
6. He had received the name of Brom Bones, by *this* he was known far and wide.
7. Ichabod was afraid to go home, *he* had heard the story of the headless horseman and his midnight ride, and it was now both late and dark.

Note: When you write in classes other than your English classes, try to avoid S.S. errors.

III. Choice of Correct Word

Choose from the forms in each parenthesis the correct word and give the reason for your choice:

1. It could not have been (we, us) (who, whom) you saw.
2. They have all finished but you and (I, me).
3. You are as tall as (she, her).
4. (Who, whom) did you say called for me? (Read in normal order.)
5. He had two grandsons, one of (which, whom) was reckless.

6. Give this to a friend (who, whom) you think may be interested. (Read in normal order.)
7. This is a matter between you and (I, me, myself).
8. Everybody must do exactly what (he, they) (is, are) told to do.
9. If there is such a person here, let (him, them) speak.
10. If I were (she, her) I would go at once.
11. Either James or Richard may report (his, their) work now.
12. Have you heard about (me, my) going to Europe?
13. It was (Tom, Tom's), not Ted's, plan.
14. Was it you or the dog (who, which, that) tried to open the door?
15. The committee is urged to report as soon as (it, they) can.
16. I'll take a quart of (them, those) beans.
17. Mrs. Brown and (I, myself) went to the city yesterday.
18. Father met mother and (I, me) in town last week.
19. We have laid in a (weeks, week's) supplies.
20. (Taylor, Taylor's) and Hudson's garage is on Main Street.
21. (Brown, Brown's) and (Jones', Jones's) garages are both on Main Street.
22. The (Jones, Jones') family are at home.
23. The (Jones's, Joneses) are sailing for Europe next week.
24. (Who, whom) is this for?
25. There is a manifest impropriety in the (President, President's) intruding himself in a local contest.
26. He always talks about his old friends, some of (which, whom) are dead.
27. (Its, it's) leg is broken.
28. (Its, it's) worth while.
29. What is (its, it's) use?
30. (Its, it's) a long way to Tipperary.
31. (Its, it's) song is mute.
32. The grass pushes (its, it's) way through the soil.

33. (It, its, it's) being Edna makes no difference.
34. (It, its, it's) being Edna, I did not worry.
35. If (one, he, you) (does, do) not do what (one, he, you) (is, are) told (one, he, you) (gets, get) into trouble.

IV. Punctuation

Punctuate the following sentences. Give reasons for all commas that you insert.

1. The man cried, "Hey there you. Why don't you answer me?"
2. This being true I decided to ask for my pay.
3. John James and I were on the mountain top.
4. He himself would be the first to admit it.
5. She did it all herself.
6. I felt greatly encouraged another being finished.
7. He was left a fortune a large one.
8. The room had two windows one on the north side and one on the south.
9. Whither you bear me Wind of the Sea
   Matters never the least to me.
   — Riley, *Wind of the Sea.*
10. Down thou climbing sorrow
    Thy element's below.
    — Shakespeare, *King Lear.*

V. Oral Work

Recite the following forms in concert, each form five times. Practice some of them one day, and some another. Originate short sentences, employing the forms. Try to use the forms outside the class room.

1. Between you and me.
2. To you and me.
3. Saw you and me.
4. Gave my brother and me.

5. Heard John and me.
6. Who do you think I am?
7. Whom do you take me to be?
8. It was she.
9. It was he.
10. It was they.
11. That's they.
12. Every one —— he (his, him). (All men or men and women)
    Every one —— she (her, hers). (All women)
    Everybody —— he.
    Everybody —— she.
13. Than I.
14. Than he.
15. Than she.
16. Than they.
17. Those books (not them books).
18. It was you and I (not I and you).
19. I'll walk a little way with you.

VI. Poetry

Note how much the intelligent reading of the following poem depends upon your knowledge of appositives and of nouns independent by address. Read the poem aloud.

SONG OF LIFE[1]

Maiden of the laughing eyes,
  Primrose-kirtled, winged, free,
Virgin daughter of the skies —
Joy — whom gods and mortals prize,
  Share thy smiles with me!

[1] This selection is used by permission of and special arrangement with Houghton Mifflin Company, the authorized publishers.

Yet — lest I, unheeding, borrow
  Pleasure that to-day endears,
And benumbs the heart to-morrow —
Turn not wholly from me, Sorrow!
  Let me share thy tears!

Give me of thy fullness, Life!
  Pulse and passion, power, breath,
Vision pure, heroic strife —
Give me of thy fulness, Life!
  Nor deny me death!

— Florence Earle Coates.

ADJECTIVE

I. **Definition:**

An adjective is a word used to modify a noun or a pronoun; as, *good*, *beautiful*, *the*, *two*.

II. **Classification:**

1. Descriptive:
   (*a*) Adjectives of form, color, size, quality, etc.
   round, blue, large, tender, etc.
   (*b*) Proper adjectives.
   American, British, etc.

Note: Proper adjectives (adjectives derived from proper nouns) usually begin with a capital letter.

2. Limiting:
   (*a*) Article:
      1. Definite — the
      2. Indefinite — a, an
   (*b*) Numeral:
      1. Cardinal — one, two, etc.
      2. Ordinal — first, second, etc.
   (*c*) Interrogative:
   which, what
   (*d*) Indefinite:
   all, another, both, few, little, many, etc.
   (*e*) Demonstrative:
   this, that, these, those, yon, yonder

(*f*) Distributive:

each, either, neither, every

Remember that a distributive, whether pronoun or adjective, separates groups into individuals.

III. **Modifications**:

1. Degree of comparison
   (*a*) Positive
   (*b*) Comparative
   (*c*) Superlative
2. Number
   (*a*) *This* has the plural *these*.
   (*b*) *That* has the plural *those*.

IV. **A Study of Comparison**:

1. Some adjectives, because of their meaning, cannot be compared.

   two, a, glacial

2. Adjectives of one syllable and some adjectives of two syllables add *er* or *r* to the positive to form the comparative and *est* or *st* to form the superlative.

   (*a*) kind, kinder, kindest
   (*b*) holy, holier, holiest
   (*c*) hot, hotter, hottest
   (*d*) fine, finer, finest

3. Some adjectives of two syllables and almost all adjectives of three or more syllables prefix *more* to the positive to form the comparative, and *most* to form the superlative.

   beautiful, more beautiful, most beautiful

4. For diminutive comparison, adjectives prefix *less* to the positive to form the comparative, and *least* to form the superlative.

beautiful, less beautiful, least beautiful

5. Study the following forms:

Positive	*Comparative*	*Superlative*
bad, evil, ill,	worse	worst
far	farther	farthest
——	further	furthest
good	better	best
late	later, latter	latest, last
little (quantity)	less, lesser	least
little (size)	smaller	smallest
many	more	most
much	more	most
near	nearer	nearest, next
old	older, elder	oldest, eldest
pretty	prettier*	prettiest*
red	redder*	reddest*
well	better	best

* Note the spelling of these words.

V. **Uses**:

1. Modifier of noun or pronoun (attributive position)

(*a*) I have a *new* dress.
(*b*) *The* one I want is here.

2. Modifier of noun or pronoun (appositive position)

(*a*) His face, *calm* and *sweet*, was a study.
(*b*) This impulse, *foreign* to his best nature, surprised him.
(*c*) The others, *weary* and *forlorn*, straggled homeward.
(*d*) He was one of those people *capable* of taking care of themselves.

3. Attribute complement (or predicate adjective or subjective complement), (predicate position)

   (*a*) I was *happy*.
   (*b*) The boy looked *tired*.

4. Objective complement (predicate position)

   (*a*) The journey made me very *tired*.
   (*b*) We painted the car *green*.

5. Substantive

   The *rich* should use their wealth generously.

VI. **Rules Relating to Common Errors in the Use of Adjectives:**

1. Use *a* before words beginning with a consonant sound; *an* before words beginning with a vowel sound. It is not the spelling of the word that matters but the pronunciation.
2. After copulas (*appear*, *be* or *am*, *become*, *feel*, *look*, *seem*, and the like — see page 59) use an adjective to tell state or quality of the subject. The adjective is attribute complement (predicate adjective) of the verb.

   (*a*) They appear *prosperous*.
   (*b*) I am *happy*.
   (*c*) He looks *bad*.
   (*d*) The stockholders feel *secure*.
   I feel *bad*.
   (*e*) The house looked *queer*.
   (*f*) He seems *content*.
   (*g*) The milk smells *sour*.
   (*h*) The fruit tastes *sweet*.
   (*i*) I arrived *safe* and *sound*.

3. When *appear*, *feel*, *look*, *smell*, *taste*, *arrive*, etc., are not copulas, they may be modified by adverbs of manner. When they are not copulas, they assert action.

   (*a*) He appeared before us *suddenly*.
   (*b*) He felt of the coat *thoughtfully*.
   (*c*) He looked up *quickly*.
   (*d*) He smelt the coffee *suspiciously*.
   (*e*) He tasted the fruit *cautiously*.

4. Do not use adjectives for adverbs.

   (*a*) *Wrong:* I had a *real* pleasant time.
   Right: I had a *very* pleasant time.
   (*b*) *Wrong:* I was *that* tired I couldn't keep my eyes open.
   Right: I was *so* tired I couldn't keep my eyes open.
   (*c*) *Wrong:* He did the work *good*.
   Right: He did the work *well*.

5. The following are both adjective and adverb:

   (*a*) well, better, best
   (*b*) ill, worse, worst
   (*c*) fast, faster, fastest

6. Distinguish between *last* and *latest*. That is last which follows all others, especially of the same sort; that is latest which is furthest advanced toward a given or set time, or is nearest to the present time.

   (*a*) The *last* rose of summer.
   (*b*) The *latest* number of "The Atlantic Monthly."

7. Take special pains to use the hyphen in compound adjectives like the following: twenty-five, good-sized, old-fashioned.

8. Take special pains to spell correctly the adjective *convenient*.

9. Use the comparative degree of the adjective when referring to two; the superlative when referring to more than two.

10. Remember that the distributives *each*, *either*, *neither*, and *every* are singular in idea and make all nouns that they modify singular.

(*a*) Every boy in the class did *his* work well.
(*b*) Every street car and every subway train *was* crowded to *its* utmost capacity.

11. *All right* not *alright*. Remember two *l*'s and two words.

12. In formal writing begin *the* with a capital letter if it is the first word of a title.

"The House of the Seven Gables."

13. *This* refers to things near at hand; *that* refers to things at a distance. In view of this fact, do not say *this here* and *that there*.

VII. **Punctuation**:

1. Cut off by the comma adjectives (with their modifiers) in the appositive position, unless the connection between the adjective and its noun is very close.

(*a*) His face, calm and sweet, was a study.
(*b*) This impulse, foreign to his best nature, surprised him.
(*c*) He was one of those people capable of taking care of themselves. (Connection between noun and adjective very close.)

2. Separate by the comma adjectives modifying or referring to the same noun if the adjectives are

of equal rank. Do not place a comma between the last adjective and the noun.

(*a*) These states are small, unruly, and warlike.
(*b*) He had a slim, strong, supple figure.
(*c*) They climbed the cold glacial slopes.
(*d*) The fire destroyed three large department stores.

Note: Test the equality of adjectives by supplying *and*.

3. Put the comma after an adjective (with its modifiers) that stands at the beginning of a clause.

(*a*) Weary and sad, the emperor looked with wistful eyes at the forbidden city.
(*b*) Sure of his reward, he relaxed his efforts.

EXERCISES

I. Comparatives and Superlatives

Write the comparatives and the superlatives of the following words: witty, thin, awkward, early, fastidious.

II. Position

Find in your reading five illustrations of adjectives in the appositive position.

III. Syntax

A. **Models:**

1. I have a *new* dress.
   New modifies *dress*.

2. His face, *calm* and sweet, was a study.
   Calm modifies *face*.

3. The boy looked *tired*.
   Tired is attribute complement of *looked* (or subjective complement or predicate adjective of *looked*).

4. The journey made me *tired*.
   Tired is objective complement of *made*.

5. The *rich* should use their wealth generously.
   Rich is used substantively as subject of *should use*.

B. Give the syntax of the italicized words:

1. We halted before a *dirty brick* building.
2. For a long time father remained *silent*.
3. A soft mist rendered the *tropical* scene *beautiful*.
4. No one seems to have been *sick*.
5. What did you do with *that* beautiful vase?
6. I did not know *what* spirit he had invoked.
7. The building, now *dark* and deserted, looked *like* a fort.
   Note: *Like* after a copula is an adjective.
8. The wound proved *fatal*.
9. He made the story *funnier* than it really was.
10. After that he felt *better*.
11. She looks *like* her mother.
12. Men *like* that will be rewarded.
13. Here the rivers run *deep* and wide.
14. *Afraid* of nothing, Bob always welcomed a scrap.
15. They are *ready* to go.
16. Very sturdy and *efficient* they looked, with the unmistakable air of *real* soldiers.
17. He made the child *happy*.
18. The child was made *happy*.
19. The *meek* shall inherit the earth. — BIBLE.
20. I'll make assurance double *sure*.
    — SHAKESPEARE, *Macbeth*.
21. *All* the perfumes of Arabia will not sweeten *this* little hand. — SHAKESPEARE, *Macbeth*.
22. Be thou *familiar*, but by no means *vulgar*.
    — SHAKESPEARE, *Hamlet*.

C. Find further exercises in newspapers, magazines, and prefaces to textbooks.

IV. S.S. Errors

Explain the following S.S. errors. Write the correct forms.

1. Americans are proud of Lincoln's character. He was honest and straightforward. Loyal. Could always be trusted.
2. He threw himself on a mountain knoll. Weary with his exertions.
3. Happy because he had received his pension. The old man was content to retire.
4. Like many men who have never been ill. He could not sympathize with his friends.

V. Choice of Correct Word

Choose from the forms in each parenthesis the correct word and give the reasons for your choice :

1. He learned to talk very (good, well).
2. The teacher says that the hour is (all right, alright) for her if it is *convenient* for us.
3. He seemed (awkward, awkwardly) in society.
4. Uther wished for (a, an) heir.
5. I wish you wouldn't feel so (bad, badly) about the matter.
6. You look (real, very) well to-day.
7. Don't you think Mary looks (bad, badly) this morning.
8. I wish I could sew as (good, well) as Mary.
9. Have you seen the (last, latest) number of "The Literary Digest"?
10. It was a (small sized, small-sized, small size) chair and rather (old fashioned, old-fashioned).
11. The (larger, largest) of those two houses is the (attractiver, more attractive).
12. I was (that, so) angry I couldn't tell whether I had (fifty five, fifty-five) or (seventy five, seventy-five).

13. His characters live (simple, simply).
14. (This, this here) book is no good.
15. We have just read (the Efficient Life, "The Efficient Life").

VI. Punctuation

Use the comma in the following sentences wherever it is needed:

1. The day dawned clear cool and breezy.
2. A happy-go-lucky office boy appeared.
3. We found the boy full of fun. (Give the syntax of *full.*)
4. The author confident of success attended the first-night performance of his play.
5. A tall gaunt forbidding mulatto woman appeared on the scene.
6. The father full of fear for his son's safety was pacing the floor.
7. We are studying loose periodic and balanced sentences.
8. Fresh from his travels abroad he entered into his father's business with zest.
9. The eldest of the group a tall lean weather-beaten man was clad in the skins of wild animals, whose fashion of dress he did well to imitate, since the deer the wolf and the bear had long been his most intimate companions. — Hawthorne, *The Great Carbuncle.*

VII. Oral Work

Practice the following forms as in the Exercise on page 43:

1. I feel bad.
2. He works well.
   writes well.
   sings well.
   dances well.
3. Doesn't he sing well?
4. This book is mine; that is yours.

VIII. Poetry

Read the following poem aloud and note how the author has found it effective to use adjectives in the attributive, appositive, and predicate positions.

HARBURY[1]

* * * * * * * * * * * * * * * *

"They tell me that in Paradise the fields are green and still;
With pleasant flowers everywhere that all may take who will,

"And four great rivers flowing from out the throne of God
That no one ever drowns in and souls may cross dry-shod.

"I think among those wonders there will be men like me
Who miss the old salt danger of the singing sea.

"For in my heart, like some old shell, inland, safe, and dry,
Any one who harks will still hear the sea cry."

— Louise Driscoll.

[1] From *The Garden of the West* by Louise Driscoll. Reprinted by special arrangement with The Macmillan Company, publishers.

VERB

I. **Definition:**

A verb is a word that asserts something about a person or a thing; as *walk, hang, am.*

II. **Classification:**

1. Form:
   - (*a*) Regular
   - (*b*) Irregular
   - (*c*) Redundant
   - (*d*) Defective

Note: See pages 269 to 274 for principal parts.

2. Meaning:
   - (*a*) Transitive
   - (*b*) Intransitive
   - (*c*) Copula
   - (*d*) Auxiliary

III. **Modifications of a Transitive Verb:**

1. Voice
2. Mood (or mode)
3. Tense
4. Person
5. Number

IV. **Modifications of an Intransitive Verb or of a Copula:**

1. Mood
2. Tense
3. Person
4. Number

Note: See pages 274 to 281 for conjugation tables.

V. **A Study of Verbs Classified as to Form:**

1. Regular — a verb that makes its past tense and past participle by adding *ed* or *d* to the present, without changing any letter in the present.

walk	walked	walking	walked
hope	hoped	hoping	hoped
leap	leaped, leapt	leaping	leaped, leapt

2. Irregular — a verb that does not make its past tense and past participle in the regular way.

be, am	was	being	been
burst	burst	bursting	burst
give	gave	giving	given
hide	hid	hiding	hidden
sing	sang	singing	sung

3. Redundant — a verb that has more than one form in the past tense, or more than one in the past participle, or more than one in both.

swear	swore, sware	swearing	sworn
sow	sowed	sowing	sowed, sown
work	worked, wrought	working	worked, wrought

4. Defective — a verb that lacks one or more of its principal parts.

omit

can	could	——	——
may	might	——	——
ought	——	——	——

VI. **A Study of Verbs Classified as to Meaning.**

1. Transitive — a verb whose *object complement* or whose *subject* names that which receives the action.

(*a*) John *struck* James.
(*b*) James *was struck* by John.

2. Intransitive — a verb whose action or condition ends in itself.

John *walks* quickly.

3. Copula — a verb which expresses simply the relation between the subject and the predicate, that is, a verb which takes an attribute complement (predicate nominative, predicate adjective).

The most common copulas are *appear*, *be* or *am*, *become*, *feel*, *look*, *seem*.

(*a*) *They* appeared *happy*.
(*b*) *He* became *president*.
(*c*) *We* feel *sorry*.
(*d*) *She* looks *like* her mother.

4. Auxiliary — a verb that helps to form voice, mood, tense, etc., of other verbs.

List:

1. Voice auxiliary — *be* or *am*.
2. Mood auxiliaries (potential mood) — *may*, *can*, *must*, *might*, *could*, *would*, *should*.
3. Tense auxiliaries — *shall*, *will*, *have*, *has*, *had*.
4. Auxiliaries for emphasis — *do*, *did*.
5. Auxiliaries for negative statements — *do*, *did*.
6. Auxiliaries for interrogative sentences — *do*, *did*.
7. Auxiliary for progressive forms — *be* or *am*.

VII. **Principal Parts of Verbs:** (See pages 269 to 274.)

1. Write at the blackboard the verbs listed in II, page 269.
2. Give orally the principal parts of the verbs on pages 269 to 274.
3. Study the principal parts that you do not know.

VIII. **A Study of Person and Number:**

A verb agrees with its subject in person and number.

	Singular	*Plural*
First Person	I choose	We choose
Second Person	Thou choosest You choose	You choose
Third Person	He chooses (chooseth)	They choose

IX. **Rules Relating to Common Errors in the Use of Verbs:**

1. A verb must agree with its subject in person and number.

   (*a*) Say " You were " and " Were you? "

   (*b*) *Don't* is a contraction of *do not* and should not be used in the third person singular.

   (*c*) Ordinarily a verb that stands before the subject must agree with the subject.

   1. There *were* two *men* in the room.
   2. On the desk *are* a *pen* and a *pencil*.

   However, some writers use a singular verb if the first noun of a compound subject is singular and has a long modifier following it. In this construction the ear does not get the effect of two or more subjects. Watch the writings of the best authors that you read.

   There *was* on the shelf a book that was covered with dust and half-eaten by rats, an old magazine, yellow with age, and a nondescript hat.

   (*d*) Two or more singular subjects joined by *and* take a plural verb unless the combined things or persons are regarded as one, or unless a distributive word like *each*, *every*, and *many a* counteracts the effect of *and*.

1. The principal and the superintendent *are* in the building.
2. The principal and superintendent *is* in the building.
3. The end and aim of his existence *was* to loaf.
4. The bow and arrow *was* used by the Indian.
5. Every boy and every girl *was* examined.
6. Many a man and woman *remembers* that fearful struggle.

(*e*) Words joined to the subject by *with*, *together with*, *as well as*, *in addition to*, and the like do not affect the number of the verb.

Mary, as well as her brothers, *is* ill.

(*f*) When an affirmative subject is used with a negative subject (introduced by *and not*, *not*, *not only*), the verb agrees with the affirmative subject.

1. The teacher, and not the pupils, *was* in the room.
2. The pupils, not the teacher, *were* responsible for the success of the play.
3. Not only the teacher but also the pupils *were* interested in the success of the play.

(*g*) When two or more subjects are connected by a disjunctive conjunction (*or*, *nor*, see page 88), the verb agrees with the one that stands nearest. Avoid the construction, however, if it is awkward.

1. Neither my brother nor my sister *has* come yet.
2. Either the fields or the mountains *are* afire.
3. Neither John nor his sisters *were* at home.
4. Neither the girls nor their brother *was* at home.

5. You or I am in the wrong. (Awkward)
   You *are* in the wrong, or I *am*.

(*h*) The noun *number* preceded by the article *the* usually requires a singular verb; *number* preceded by the article *a* requires a plural verb.

1. The number of people present *was* small.
2. A number of people *are* here.

2. Use the past tense of the verb without an auxiliary of any kind (see page 269).
3. Always use an auxiliary before the past participle of a verb if the form is to be used as a verb (not as a verbal).

(*a*) He *had seen* me before that. (Verb)
(*b*) The hills, *seen* from across the river, looked blue. (Verbal)

4. Never use *had* before *ought*. *Ought* can be used only in the present. When followed by the present infinitive, it denotes present or future time; when followed by the perfect infinitive, it denotes past time.

(*a*) I ought to go.
(*b*) I ought to have gone.

5. Do not confuse the preposition *of* with the auxiliary *have*.

Wrong: He could *of* gone.
Right: He could *have* gone.

6. Do not use *can* or *could* to denote permission.
7. Do not change tenses unless there is a special reason for the change.
8. *It's* is a contraction of *it is*.

9. Give special attention to *come, go, lie, lay, burst, awake, loose, lose, learn, teach, bring, take, sit, set, flee, fly, flow, affect, accept, except, leave, lead, choose, do, see.*

X. Punctuation:

Separate by the comma verbs in a series.

He danced, sang, and whistled.

EXERCISES

I. Form

A. Give the principal parts of the verbs listed in IX, 9, page 63.

B. See how quickly you can write on a slip of paper the correct forms of *lie* and *lay* to fill the following blanks. Try *rest* for *lie* and *place* for *lay*. When making the test, omit the adverb *down*. Sometimes neither synonym will sound right, but one will always sound much better than the other. *Lie* is intransitive and *lay* is transitive, but knowing this fact will not help you so much in quick writing and in speaking as knowing the synonym definitions and really trying them. Of course, if your ear is already trained, you will not need this suggestion.

Principal Parts

lie	lay	lying	lain (rest)
lay	laid	laying	laid (place)

1. Mother is upstairs ——— down.
2. ——— down, Fido.
3. He tried to ——— the parcel on the counter.
4. The parcel was ——— on the counter.
5. It has ——— there for some time.

6. He knew that I had ____ it there.
7. He had been ____ on the bed for an hour.
8. I ____ the book on the desk.
9. The man tried to ____ the child in the crib.
10. Now I ____ me down to sleep.
11. The rock ____ in the middle of the road.
12. ____ it down, why don't you?
13. They were ____ the cornerstone.
14. She used to —— down every day.
15. He is said to have —— the foundation of the system.
16. He might have —— there for several days if we had not roused him.
17. Come in and ____ down awhile.
18. He felt so ill that he ____ down.
19. The child ____ her doll on the bench.
20. He is in the habit of —— down every afternoon.

C. In twelve minutes write five sentences to illustrate the use of *lie* (rest) and its parts; five to illustrate *lay* and its parts; five for *sit* and its parts; and five for *set* and its parts.

D. Make sets of sentences like those in 2, that your teacher may use with the class. Make them not only for *lie* and *lay* but for other verbs that are wrongly used in your school.

E. Make an effort to use *lie*, *lay*, *sit*, *set*, *come*, *do*, *go*, *see*, and their various forms when you are out of school. Unless you use the correct forms naturally, you will not acquire them without conscious effort. In the kitchen you may practice such forms as "It is lying on the table" in answer to "Where is the knife?" On the baseball field you may say, without fear of pedantry (look up this word), "It's lying over there on the ground" in answer to "Where's my coat?" or "Where's the bat?" Try to use some of the suggested words *every day*. Ask your teacher about any form you don't understand.

Remember that *come* is not the past of *come*, and that *done*

and *seen* are not verbs until you put an auxiliary verb before them.

F. Give three illustrations of a redundant verb; three of a defective verb.

II. Meaning

A. Tell whether the verbs in the following are transitive, intransitive, or copulative:

1. I knew the man as soon as I saw him. He was dressed in the ragged clothes which he had worn before, and his face was still dirty and unshaven. He looked ill, and as he approached us we felt somewhat alarmed. Suddenly he stumbled and fell, and then lay motionless on the gravel path. Harry ran to pick him up, but was stopped by the native policeman, who appeared at that juncture.
2. We have learned that he was killed in action.
3. He may finish the work before he sees us.
4. They came to help us.
5. He had spoken only twice.
6. The line was seen to waver.
7. Where are you going, my pretty maid?

B. Pick out, in the sentences above, two voice auxiliaries, one modal auxiliary, and two tense auxiliaries.

C. In the following are *do* and *did* auxiliaries of emphasis, of interrogation, or of negation?

1. Do you believe in *democratic* institutions?
2. The *Democratic* party does not believe in a high tariff.
3. He enjoyed the prose stories of the Round Table, but he did not enjoy "*The Idylls of the King*."
4. I deny your story emphatically. I did not meet the defendant last *spring*.
5. I do enjoy "*Ivanhoe*." What makes you think I don't?
6. What did you do with the money I gave you in the *fall?*

7. He does not care for *history* and *English*, but he does like *geometry* and *Latin*.
8. What is my name? *Whither* am I going? *Where* do I dwell? — SHAKESPEARE, *Julius Cæsar*.

D. (Review) — Explain why the italicized words in *C* are begun with a small letter or with a capital letter.

III. Consistency in Tenses

Correct the tenses in the following paragraph. The selection is taken from a pupil's theme.

Sir Toby comes to me and tells me there is some person at the gate who wishes to have audience with me. I tell him to send the caller in. At the first glimpse of Cesario I fell violently in love with him. I asked him why he had caused such a disturbance. He told me his master had sent him to propose to me. I tell him to beg his master not to trouble me further. When he had heard this, he turned to go.

IV. Syntax

A. **Models:**

1. There *come* the boys now.

   Come agrees with its subject *boys* in third person, plural number.

2. Every one of his employees *speaks* well of him.

   Speaks agrees with its subject *one* in third person, singular number.

3. Are *you* well, John?

   Are agrees with its subject *you* in second person, singular number.

4. The boy and his father *are* here.

   Are agrees with its compound subject *boy* and *father* in third person, plural number.

5. Neither the boy nor his father *is* here.

   Is agrees with the second subject *father* in third person, singular number.

B. Using material that you bring to school from newspapers, or material that you find in some textbook, give the syntax of twenty verbs. Use original sentences also.

V. S.S. Errors

Rewrite the following, correcting all S.S. errors:

1. The little birds feeling very happy, each one trying to sing better than the other.
2. Cowslips and buttercups thrilling with the flush of life.
3. Cesario, who we know from the early part of the play is a girl, who has fallen in love with the duke.
4. Major Stearns went to New York on the sixteenth to attend to important business. But will return on Friday of this week.
5. Hoping that you will accept our explanation in the spirit in which it is offered,

Yours truly
R. Weber & Co.
per C. M. G.

VI. Choice of Word

A. Choose from each parenthesis the correct word or words, and give the reason for your selection.

1. He (don't, doesn't) attend the meetings.
2. The man had (gone, went) down the street.
3. The voting of the electors of all the states (determine, determines) the choice of President.
4. Neither Latin nor Greek (appeals, appeal) to me.
5. The driver, together with all the other occupants of the car, (was, were) killed.
6. He (did, done) the work (satisfactory, satisfactorily).
7. She dresses (like, as) I do.

like = prep. takes object
as = conj. adv. introduces

8. (Its, it's) a pleasure to serve you.
9. The teacher says that the progress of the pupils (has, have) been (all right, alright).
10. I wish you would (lay, lie) down.
11. The record of orders received (is, are) as follows.
12. It was given to me who (am, is, are) the nearest of kin.
13. Neither the dress nor the coat (was, were) injured.
14. It (don't, doesn't) seem like him.
15. Either the superintendent or his assistants (is, are) to blame.
16. Either the superintendent's assistants or the superintendent himself (is, are) to blame.
17. The corn as well as the tomatoes (is, are) suffering from drought.
18. The tomatoes as well as the corn (is, are) suffering from drought.
19. The doctor, and not the nurses, (was, were) criticized.
20. The nurses, and not the doctor, (was, were) criticized.
21. (Was, were) you at the meeting last night?
22. (Is, are) there any further news about the accident?
23. When (do, does) the Miss Thompsons come home?
24. Of what importance (is, are) either of them?
25. Every one of the policemen on duty (reports, report) the same thing.
26. There (was, were) by actual count five hundred people.
27. Upon technical and commercial education (depend, depends) our destiny.
28. This is one of the books that (is, are) helpful in the history course.

Note: Is *one* or *books* the antecedent of *that*?

29. *Men* (is, are) a common noun.
30. (Is, are) your scissors handy?
31. Two (cupfuls, cups full) of sugar (is, are) used in this kind of cake.
32. Five hundred dollars (is, are) asked for this vase.

33. To some men politics (is, are) a fascinating game.
34. "Twice-Told Tales" (was, were) written by Hawthorne.
35. The pride and joy of the village (was, were) dying of grief.
36. Athletics (is, are) much enjoyed by boys, especially baseball.
37. Two dollars (is, are) too much to pay.
38. Congress (was, were) in session.
39. The committee (was, were) so interested that they asked for a further report.
40. Fifty (is, are) one-half of one hundred.
41. Fifty per cent of the men (is, are) dissatisfied with the ruby. (Individuals.)
42. Fifty per cent of his income (was, were) devoted to charity.
43. "How much do you need?"
"Ten dollars (is, are) sufficient."
44. What sort of men (is, are) you, anyhow?
45. What sort of conduct (is, are) this?
46. Bread and butter (is, are) what he likes when he is hungry.
47. Every tree, every house, and every public building (was, were) destroyed.
48. Two weeks (is, are) a long time to be ill.
49. Each of the delinquents (was, were) ready to confess his misdeeds.
50. Not talk, but actions, (is, are) what count.
51. One of you (is, are) certainly in the wrong.
52. (Is, are) your brother and sister at home?
53. Does he (lie, lay) that way all of the time?
54. Why don't you (lie, lay) down for a while?
55. You will (loose, lose) your pocketbook if you are not careful.
56. Has he (come, came) in yet?
57. The force of the water (burst, bursted) it.
58. Has Tom (went, gone) to school?

59. The agent (learned, taught) me in two lessons how to drive.
60. (May, can) I (bring, take) this book home to-night?
61. He (set, sat) the house on fire.
62. The river has (overflowed, overflown) its banks.
63. Why don't you (leave, let) him alone? It's a matter he'll have to decide for himself.
64. The lane (lead, led) down to the main street.
65. He has (choosen, chosen) you for first assistant.
66. She has been (sitting, setting) there all night.
67. What is that (lying, laying) over there in the grass?
68. He (lay, laid) in wait for his victim a long time.
69. A number of men (was, were) in the hall.
70. The number of packages left (is, are) small.
71. He (——, had) ought to go.
72. He ought (to go, to have gone) yesterday.
73. We would (of, have) spoken if he had had time.
74. He (lead, led) us into a new quarter of the city.
75. Let it (lay, lie) there for a while.

B. Write a paragraph of ten sentences on some everyday subject. Try to illustrate at least four of the sub-rules relating to the agreement of subject and verb.

C. Make original sentences (oral) to illustrate the use of the principal parts of verbs listed in IX, 9, page 63.

VII. Punctuation

Use commas in the following sentences wherever they are needed:

1. They picked out their candidate nominated him and elected him.
2. The men laughed applauded and even cheered when the speaker boldly challenged them.
3. He swims well plays golf and tennis above the average and dances like a professional.

4. He (Rip) assisted at their sports made their playthings taught them to fly kites and shoot marbles and told them long stories of ghosts witches and Indians.

— Irving, *Rip Van Winkle.*

5. He (Rip) shrugged his shoulders shook his head cast up his eyes but said nothing.

— Irving, *Rip Van Winkle.*

VIII. Oral Work

Practice the following forms as in the Exercise on page 43:

1. You were, were you?
2. He doesn't, she doesn't, it doesn't.
   Mr. Smith doesn't, my friend doesn't.
3. There were two men. There are several books.
4. Where are my books?
5. The bell rang, he came along, it burst, it lay there (yesterday), he laid it there (yesterday), I learned it, he taught me, sit down, he left me, I let him go, let me help you, I did it, he did it, he did it well, I saw him, he saw me.
6. Has the bell rung? has she come? I wouldn't have come, it had burst, it has lain there (for some time), he had laid it down, I have done it, he has done it well, I have seen him, he has seen me, has he seen you?
7. Ought to go, ought to have gone.

ADVERB

I. **Definition:**

An adverb is a word that modifies a verb, an adjective, or another adverb; as, *firmly*, *too*, *very*.

II. **Classification:**

1. Simple (here)
2. Conjunctive (while)

III. **Modification:**

Degree of comparison:

(*a*) Positive
(*b*) Comparative
(*c*) Superlative

IV. **A Study of Simple Adverbs:**

1. Simple adverbs modify verbs, adjectives, and other adverbs.
2. Simple adverbs answer the questions:
   (*a*) When?
   (*b*) Where?
   (*c*) How?
   (*d*) Why?
   (*e*) To what extent?
3. Some of the most common simple adverbs are as follows:
   (*a*) Time — now, then, late, early, ago, soon.
   (*b*) Place — here, there, far, near.
   (*c*) Manner — well, ill, slowly, truly, foolishly.

Note: Most adverbs of manner are formed by adding *ly* to adjectives. All *ly* words, however, are not adverbs, for instance, *lovely*, *comely*.

(*d*) Cause — why, hence, therefore.
(*e*) Degree — as, much, more, most, rather, so, somewhat, the, too, very.
(*f*) Assenting — yes.
(*g*) Denying — no, not.
(*h*) Interrogation — when, where, how, why.
(*i*) Expletive — there.

Note: Distinguish between the adverb of place *there* and the expletive *there*. *Expletive* means *filler-in*. When the subject has been put after the verb, the expletive fills the vacant space.

(1) Two boys were present.
(2) —— were two boys present.
(3) There were two boys present.

V. **A Study of Conjunctive Adverbs**:

1. Leading conjunctive adverbs of time — *after*, *as*, *before*, *ere*, *since*, *till*, *until*, *when*, *while*.
2. Leading conjunctive adverbs of place — *where*, *whither*, *whence*.
3. Leading conjunctive adverb of manner — *as*.
4. Leading conjunctive adverbs of degree — *as* (in the *as . . . as* construction), *the* (in the *the . . . the* construction).

VI. **A Study of Modification**:

1. Many adverbs have no modification.
2. Study the following forms:

Positive	*Comparative*	*Superlative*
far	farther further	farthest furthest
near	nearer	nearest next
quickly	more quickly	most quickly
——	rather	——

VII. **Uses:**

1. Modifier of verb
   He walked *slowly*.

2. Modifier of adjective
   The water was *very* cold.

3. Modifier of adverb
   He walked *rather* slowly.

4. Substantive
   He ought to be here by *now*.

VIII. **Rules Relating to Common Errors in the Use of Adverbs:**

1. Use *almost*, not *most*, when you mean *nearly*.
2. *Quite* means *entirely*, not *fairly* or *almost*.
3. *Ill* is the correct adverb form, not *illy*.
4. Do not use two negatives unless you wish to affirm. Two negatives cancel each other. Remember that *hardly*, *scarcely*, *but* when it means *only*, and *I don't think* are negatives.
5. *To* is a preposition; *too* is an adverb; *two* is an adjective.
6. *Altogether* means *entirely*. Do not confuse it with *all together*.
7. *Already* means *previous to some specified time; previously*. Do not confuse it with *all ready*.
8. Do not confuse the pronoun *their* with the adverb *there*.
9. *Bad*, *ill*, *real*, *well* are adjectives; *badly*, *ill*, *really*, *well* are adverbs.
10. Say *anywhere*, *somewhere*, not *any place*, *some place*.

IX. Punctuation:

1. Cut off by the comma parenthetical adverbs, and introductory adverbs except the expletive *there*.

   (*a*) This, however, was not what he meant.
   (*b*) Well, that was not the worst of it.
   (*c*) There was no one in sight.

2. Put a semicolon or a period before the following adverbs when they begin the second of two principal clauses — *however*, *indeed*, *moreover*, *nevertheless*, *still*, *then*, *there*, *therefore*. Put a comma after those that give a parenthetical effect, usually the first four.

   (*a*) He is certainly an open-handed old gentleman, but they fear he has lived too fast; indeed, they never knew any good come of this fondness for hunting, racing, reveling, and prize-fighting.
   — Irving, *John Bull*.

   (*b*) My ramble, as is usually the case with travelers, soon led me to the church, which stood at a little distance from the village. Indeed, it was an object of some curiosity, its old tower being completely overrun with ivy.
   — Irving, *The Pride of the Village*.

3. Use a comma to separate adverbs in a series.

   He spoke clearly, concisely, and forcefully.

EXERCISES

I. Syntax

***A*. Models:**

1. Because he was *very* old he walked *rather slowly*.
   Very modifies *old*.
   Rather modifies *slowly*.
   Slowly modifies *walked*.

2. I cannot finish by *then*.

Then is used substantively as the object of *by*.

Note: Parenthetical adverbs like *however, indeed, moreover, nevertheless* modify the verb; also adverbs like *not, never, possibly, probably*.

B. Give the syntax of the italicized words:

1. We do *not* need you *now*.
2. There is nothing *so* inspiring as music.

Note: In the *as–as* construction the first *as* becomes *so* after a negative word.

3. *Where* did you go last *week?*
4. Helen is *as* tall as you.
5. We can *ill* afford it.
6. That happened ten *years ago* when you were a *very* little girl.
7. He does *not very often* ask for help.
8. Helen is *not so* tall as you.
9. *Perhaps* he felt *somewhat* awkward.
10. *There* is *probably* some *reason* for his acting *like that*.
11. She walks *like* her *mother*.
12. She looks *like* her mother.
13. *There* he goes *now*.

C. Give the syntax of the italicized words:

In his *later* life he was *not able* to get *about much*, but he was *always* interested in whatever was going *on* around him. His friends, both *young* and *old*, sought him on all occasions, and he *never* failed to meet their laughter or their tears. His companionship was *worth* a great *deal* to young people *particularly*, for he could give *them* advice without scolding or preaching, and *that*, I will have you know, is a *very* rare thing *indeed*.

D. Find further exercises in newspapers, magazines, and textbooks.

II. Original Sentences

Write original sentences to illustrate adverbs made from the following adjectives: *final*, *formal*, *former*, *good*, *immediate*, *practical*, *satisfactory*, *true*, *usual*, *weary*.

III. S.S. Errors

Correct the following S.S. errors, and tell why they are errors. Write the correct forms. One of the sentences is correct as it stands.

1. He looked at me for a moment, then he stepped forward.
2. A little later I went down to the gym, there I met Bob and Walter.
3. If you will invest fifty thousand dollars, then we will think about the matter.
4. It was a beautiful place, here, on one side, ran a sparkling river, and beyond it lay broad, fertile fields.
5. He did not understand his own problems, there is no doubt about it.

IV. Choice of Correct Word

Choose from the forms in each parenthesis the correct word or words, and give reason for your choice.

1. We are (almost, most) there.
2. (John isn't in school, I don't think. John isn't in school. I think John isn't in school.)
3. I am going (to, too, two).
4. That (to, too, two) must be considered.
5. I saw the children (all together, altogether) in the field.
6. The house was (all ready, already) crowded.
7. I feel (fairly, quite) well again, thank you. I haven't an ache or a pain.

8. I feel (fairly, quite) well this morning, thank you, but my head still aches a little.
9. Doesn't he do that (good, well)?
10. He has acted very (ill, illy) in the matter.
11. You (can, can't) hardly tell it from the original.
12. She did it (lovely, in a lovely way, well).
13. We are (all ready, already) to go.
14. She acted (very lively, in a very lively way).
15. Julia can play (fine, well) now.
16. He was (all ready, already) two hundred dollars in debt.
17. The park looked (beautiful, beautifully) in the moonlight.
18. (Sure, surely) you can do that if you try.
19. The child behaved so (bad, badly) that I was ashamed of him.
20. I was (real, really, very) glad to see him.
21. Are you (near, nearly) done?
22. Oh, I can finish it now (easy, easily).
23. We will stay (their, there) for a few days.
24. The (Brooks, Brookses) will visit (their, there) friends in Chicago.
25. It is (all together, altogether) (to, too) expensive.
26. I can do that just as (easy, easily) as not.
27. Will you help me to-morrow? (Sure, surely) I will.

Note: Perhaps you will not like the sound of the correct form. Try some other adverb in its place.

28. He (sure, surely) was (some, an expert) swimmer.

Note: See note under 27.

29. Mary is much better, thank you. She eats (good, well) now.
30. He can do it (fine, finely) now.

Note: See note under 27.

V. Punctuation

A. In the following sentences use the comma wherever it is required. Give a reason for each comma.

1. Yes I will see you in the morning sir.
2. Indeed if that were not true we should be greatly discouraged.
3. That too added to our woes.
4. They have however unpleasant traits of character.
5. Well what can you expect my dear?
6. It is very gratifying therefore to receive your words of praise.
7. His report however was not satisfactory.
8. Now no man will endure such treatment.
9. "No I haven't received it madam," I answered.
10. Well sir what do you mean by that?
11. Moreover our knowledge of atmospheric conditions has advanced.
12. Ulysses therefore went to the illustrious dwelling of Alcinous.
13. Who can deny them then the right to life liberty and the pursuit of happiness?

B. In the following sentences put a period or a semicolon or a comma wherever it is required:

1. He seemed an honest man, nevertheless we did not give him our full confidence.
2. The author's first book of poems was not only ridiculed by the critics but was ignored by the publishers, however, he continued quite calmly to develop his theories of poetry.
3. He expressed himself very freely on all matters of public policy, therefore his bitterest enemies could not accuse him of evasion.
4. Mitchell was a very successful business man, moreover he was a popular clubman and a thorough sportsman.

5. We are very much interested in what rich men do with their money, indeed our interest runs into a kind of mania.
6. The noises grew louder and louder, then suddenly they ceased.
7. I do not understand his spending the money, there is no excuse for it.

C. Write original sentences in which *however*, *indeed*, *now*, *then*, *well* are not parenthetical or introductory.

D. From newspapers and magazines bring sentences in which these words are parenthetical.

VI. Oral Work

Practice the following forms as in the Exercise on page 43.

1. He plays well.
2. Surely you can.
3. Very pleasant, very glad, very good time.
4. Nearly finished.
5. I can scarcely see.
6. I can't see.
7. I can hardly believe it.
8. I can't believe it.
9. He doesn't know anything.

PREPOSITION

I. **Definition**:

A preposition is a word that shows the relation between a substantive and some other word in the sentence; as, *by*, *for*, *of*, *to*, *with*.

II. **Classification**:

1. Simple — *above*, *at*, *but* (= except), *for*, *in*, *into*, *on*, *to*, *under*, *up*, etc.; *concerning*, *during*, etc.
2. Compound — *as to*, *according to*, *because of*, *instead of*, *out of*, etc.

III. **Modifications**:

None

IV. **Use**:

1. The preposition shows relation between the principal word of the prepositional phrase and the word which the whole phrase modifies.
2. The preposition becomes an adverb when its substantive is omitted:

(*a*) They went *up* the hill.
(*b*) They went *up*.

V. **Rules Relating to Common Errors in the Use of Prepositions**:

1. The object of a preposition is in the objective case. Take special pains to observe this rule when you have a compound object of a preposition.

Wrong: This is between you and *I*.
Right: This is between you and *me*.

In a sentence like *This is for Helen and me*, think quickly of what you would say if you had the pronoun alone. If you would say *This is for me*, then you should say *This is for Helen and me.*

2. Do not say *He must of spoken*, because the preposition *of* cannot be used as an auxiliary verb.
3. Do not use *to* with verbs of rest.

   Wrong: I was down *to* Helen's house last night.
   Right: I was down *at* Helen's house last night.

4. Avoid the phrase *in back of;* use *behind.*
5. Say *Once in a while* not *Once and a while.*
6. Do not use *off* to denote source.

   Wrong: I got it *off* John.
   Right: I got it *from* John.

7. *Onto* is not authorized by good usage.
8. Pronounce the prepositions *for* and *to* correctly. Do not say *fer* and *tŭ.*

VI. **Study of the Prepositional Phrase:**

1. A prepositional phrase is a group of words consisting of a preposition and a substantive (with or without modifiers).
2. The prepositional phrase may be used as adjective or adverb. Very occasionally it may be used as a noun, or as a conjunction.

   (*a*) The side *of the barn* needs repairing. (Adjective)
   (*b*) He came *in the afternoon.* (Adverb)
   (*c*) *Over the fence* is out. (Noun)
   (*d*) She disliked asking for help; *on the other hand,* she could not manage alone. (Conjunction)

3. The prepositional phrase does not always modify the word next to which it stands. It is interesting

to note how many times it modifies the verb. If it is an adverb phrase, it answers the same questions as the simple adverb.

4. Prepositional phrases should be placed where there can be no doubt as to what you wish them to modify. Very often they sound well at the beginning of a sentence, particularly if there are a number of phrases in one sentence.

VII. **Punctuation:**

1. Cut off by the comma parenthetical prepositional phrases.
2. Put a semicolon or a period before and a comma after *in fact*, *for example*, *for instance*, *of course*, *at any rate*, and others of the same kind when they begin the second of two principal clauses.

   I wish you would accept the position; in fact, I should like to urge you to do so.

3. Use the comma to separate prepositional phrases in a series.

   She is proficient in reading, in writing, and in spelling.

EXERCISES

I. SYNTAX

A. **Models:**

1. The Secretary will leave Washington *for* his summer home.

   For shows relation between *will leave* and *home*.
   For his summer home modifies *will leave*.

2. The house *in* which he lived during his youth has burned down.

   In shows relation between *which* and *lived*.

B. Give the syntax of all prepositions and of all prepositional phrases; then of all italicized words.

The destroyers *Barry*, Coghlan, and McFarlane sailed at one o'clock this *afternoon* to patrol the waters off Greenland for the United States Army world fliers. The division had the cheering news of the departure after twelve days of waiting in the harbor here, out of touch with world happenings.

During the stay *here there* has been routine *work* on board the ships with gun drill and rowing. The afternoons have been given *up* to fishing, hunting, and trips ashore. The weather has been *fine, similar* to that along the Maine coast, with *only* one gale and one rain storm. The newspaper *correspondents* aboard the flagship, in the absence of real news, issued an illustrated paper entitled "The Labrador Gum-Drop," *which* consisted *mostly* of divisional happenings and features.

— New York *Times*.

C. Take special pains in giving the syntax of the italicized prepositions in the following:

1. The treasures *of* which he had heard were before him.
2. The paragraphs *into* which it is divided are too long.
3. The lecture that I listened *to* was very interesting.
4. This is the book at the back *of* which you will find interesting notes.
5. The boys *of* whom we had heard so much disappointed us.

D. Find further exercises in newspapers, magazines, and textbooks.

II. S.S. Errors

Write the correct forms of the following:

1. About the letter that you sent me on the first of last month. I have this to say.
2. It is true that he was away for some time last winter. During the month of December or January.

3. In the case of the fatal accident in our town last winter. The Grand Jury condemned the officials of the company for negligence.

III. Choice of Correct Word

Choose from the forms in each parenthesis the correct word and give the reason for your choice:

1. (Who, whom) is this for?
2. Where were you? I was (at, to) the station.
3. The house was (behind, in back of) the barn.
4. I borrowed the pencil (from, off) John.
5. He gave mother and (I, me) the car.
6. Give this to (whoever, whomever) calls for it.
7. He did it for (we, us) boys.
8. (We, us) boys will thank him for his kindness.
9. Were you (at, to) the concert last night?
10. He could (of, have) gone, if he had wanted (to, too, two).
11. (Who, whom) did he speak of, (he, him) or (I, me)?

IV. Punctuation

A. Use the comma in the following sentences wherever it is needed:

1. His answer in fact deepened the mystery.
2. You know of course that he is not responsible.
3. That at least is something to be thankful for.
4. Indeed his attitude especially in the last few years has given us great anxiety.
5. His story by the way has been corroborated.
6. There is an excuse of course for their repudiation of the President's policies.
7. The mill site for example was crossed by a winding river.

8. In short it is an excellent example of the progressive spirit.
9. You will change your mind perhaps when you have considered the matter more fully.
10. Can you imagine anything duller for instance than the opening chapters of Blank's new novel?

B. Punctuate the following:

1. I wish you would accept the position Mr. Peters has offered you, of course it will mean hard work at first.
2. We learned a good deal about poetry in our Third Year English course, for example we learned that "In Flanders Fields" is a rondeau.
3. Father has been very good to us boys, as a matter of fact he has been too good.

C. Punctuate the following:

1. By reading by writing and by speaking we become proficient in English.
2. He had been in Chicago in Philadelphia and in New York.
3. These products are sent to Italy to Austria and to France.

V. Oral Work

Practice the following forms as in the Exercise on page 43:

1. Whom is it for?
2. Between you and me.
3. To him and me, to her and you, to Mary and me.
4. He should *have* spoken.
5. I was *at* the station, *at* school, *at* the movies.
6. Borrowed it *from*.
7. Put it *upon*.

VI. Literature

A. Explain the force of the prepositions in Lincoln's famous "*of* the people, *by* the people, and *for* the people."

Note: To acquire a real knowledge of the use of prepositions, you will have to study the writings of good authors. It is impossible for the grammarian to lay down rules that will satisfy either himself or you. Note carefully the uses of *between;* of *at*, *in*, and *on* after *live;* of *with* and *to* after *correspond;* of *from* and *with* after *part;* of *in* and *of* after *consists;* and of many others.

B. In the following lines from James Russell Lowell's "To the Dandelion,"[1] note how the repetition of the preposition *of* makes clear the relation of the phrases to the verb.

Then think I of deep shadows on the grass,
Of meadows where in sun the cattle graze,
  Where, as the breezes pass,
The gleaming rushes lean a thousand ways,
Of leaves that slumber in a cloudy mass,
Or whiten in the wind, of waters blue
That from the distance sparkle through
Some woodland gap, and of a sky above,
Where one white cloud like a stray lamb doth move.

[1] This selection is used by permission of and by special arrangement with Houghton Mifflin Company, the authorized publishers.

CONJUNCTION

I. Definition:

A conjunction is a word that connects two words or phrases or clauses of the same rank, or that connects a subordinate or dependent clause to a word in the principal or independent clause; as, *and, but, or, for, if.*

II. Classification:

1. Coördinate — conjunction connecting things of equal rank:
   (*a*) Simple:
      1. Copulative or additive — *and*
      2. Adversative — *but*
      3. Alternative or disjunctive — *or, nor*

Note: Though the following common words are used like coördinate conjunctions, they are really adverbs, and when they begin a clause must be preceded by a semicolon or a period. If you use only a comma, you will be making an S.S. error.

a. likewise, moreover (and).
b. however, nevertheless, still, yet (but).
c. else, otherwise (or).
d. hence, therefore.

   (*b*) Correlative — conjunctions used in pairs
   Some of the most common correlatives are:

both — and
not only — but also
not only — but
either — or
neither — nor

2. Subordinate — conjunctions introducing a dependent or subordinate clause. In this group we include conjunctive adverbs and true subordinate conjunctions.

(*a*) Some of the leading conjunctive adverbs used as subordinate conjunctions are:

1.	Substantive idea	how
		why
2.	Time	after
		as
		before
		ere
		since
		till
		until
		when
		while
3.	Place	where
		whence
		whither
4.	Manner	as
5.	Degree	as in the *as* — *AS* construction
		the in the *THE* — *the* construction

(*b*) Some of the leading true subordinate conjunctions are:

1.	Comparison	than
2.	Condition	if
		unless
3.	Concession	although
		though
		even if
4.	Purpose	that
		so that
		in order that
		lest

5. Result	that in the *so — that* and *such — that* constructions
	so that
6. Cause or Reason	because
	for
	since
	as
7. Substantive idea	whether

III. **Modifications**:

None

IV. **Rules Relating to Common Errors in the Use of Conjunctions**:

1. Coördinate conjunctions must connect words, phrases, or clauses of the same rank. Note what stands before your *and*, *but*, or *or*, and then what stands after it.
2. A subordinate conjunction connects a dependent or subordinate clause to *some word in the main clause*. A clause beginning with a subordinate conjunction should not, therefore, be written as a complete sentence.
3. *Or* is the correlative of *either; nor* of *neither*.
4. Do not use *than* after *different*. *Than* is used after words in the comparative degree. Use *from* after *different*.
5. *Like* is not a conjunction. Do not use it for *as*.
6. Avoid *etc.* in literary writing.

V. **Punctuation**:

1. Usually use the comma before *and* when it connects the two main clauses of a compound sentence.

He was hired to put the camp into shape, and this he did.

2. Use the comma before *but* when it connects the two main clauses of a compound sentence.

The world will little note nor long remember what we say here, but it can never forget what they did here.

— LINCOLN, *Gettysburg Address.*

3. Use the comma before *or* and *nor* when they connect the two main clauses of a compound sentence.

He has not been accused of the crime, nor has he been suspected of any connection with it.

4. Use the comma before the conjunction *for*.

We should study the life and character of Abraham Lincoln, for he is the noblest type of American manhood.

5. Use the comma before *and*, *but*, *or*, *nor* when they connect two verbs (compound predicate) that are somewhat widely separated.

The Government *pays* all the expenses, and *provides* recreation in the open air and under cover.

6. Use a comma before *and* when it connects the last two words or phrases or clauses in a series. There is a difference of opinion about this comma, but, on the whole, it is a help to clearness.

(*a*) In the number were a lawyer, a doctor, and a minister.
(*b*) He likes potatoes, bread, and milk.
(*c*) For these things we are indebted to the school, to the church, and to the civic clubs.
(*d*) It is a pitiful case. The mother is dead, the father is out of work, and the children are starving.

EXERCISES

I. ORIGINAL SENTENCES

Write sentences to illustrate the use of *but*, *for*, *since*, *until* first as conjunctions, then as prepositions.

II. Syntax

A. **Models**:

1. The boy *and* the girl went to the store *and* to the postoffice.
   And connects *boy* and *girl*.
   And connects *to the store* and *to the postoffice*.
2. He believes in your honesty, *and* is willing to defend you.
   And connects *believes* and *is*.
3. The sun shone, *and* the breezes blew.
   And connects *the sun shone* and *the breezes blew*.
4. He is *either* tired *or* ill.
   Either — or connects *tired* and *ill*.

B. Give the syntax of the italicized words:

1. The protocols have yet to be signed, *but* there will be no difficulty over that.
2. You must go now, *or* you will be late.
3. The problem of the writer is to reach the reader through these interests *and* to establish a bond of good fellowship.
4. There were two *or* three men in the room.
5. Later the explorer describes his discoveries to others, *and* they, too, find the vantage point from which they can see mighty things.
6. If the author is sincere in the telling of his story *and* reasonably clear *and* forceful, he ought to have little trouble in holding his reader.
7. A satisfied reader will return to an author, *and* take others with him.
8. How lovable is his whimsicality *and* how full of charm.
9. Will you go now *or* later?
10. Clay is found on the river front, *and* is used in the making of brick.
11. The slip is about 5,000 feet long, 300 feet wide, *and* 25 feet deep.
12. You must give him some help, *or* he will fail in his test.

13. No one came to the meeting *but* the speaker *and* a few of his friends.

14. I could be well moved if I were as you;
If I could pray to move, prayers would move me:
But I am constant as the northern star.
— SHAKESPEARE, *Julius Cæsar.*

15. 'Tis *neither* here *nor* there. — SHAKESPEARE, *Othello.*

16. Age cannot wither her, *nor* custom stale
Her infinite variety.
— SHAKESPEARE, *Antony and Cleopatra.*

17. *But* yesterday the word of Cæsar might
Have stood against the world.
— SHAKESPEARE, *Julius Cæsar.*

18. And we must take the current when it serves,
Or lose our ventures. — SHAKESPEARE, *Julius Cæsar.*

19. You said the enemy would not come down
But keep the hills and upper regions.
— SHAKESPEARE, *Julius Cæsar.*

20. *There* was *not* a little *excitement* in Paris the other *day* when it became known that the manuscript of the last romance written by Pierre Loti had been lost in a taxicab. The publisher, carrying it *to* the printer, had left it *there*, *and* nobody had reported discovering it. The publisher was distracted, the police were frantic, *and* literary Paris mourned.

The mourning was *premature.* A jeweler on the Place de l'Opera had found it, read it a little *under* the impression that it was a schoolboy's attempt at fiction, taken home the charming *but* to him imperfect tale, *and* luckily laid it in a drawer instead of throwing it away.

It is another instance of the charmed life some manuscripts bear. "Beowulf" survived seven *centuries* to come to light *in* Copenhagen *in* 1705. Pepys's diary was hidden in its cipher *for* well over a hundred years. A number of Robert Louis Stevenson's

poems, recently printed, lay unpublished for years *and* almost went into the fire *with* Mrs. Stevenson's scruples. *Probably* we should not have Shakespeare's sonnets to-day if an Elizabethan printer had not stolen them to turn a dishonest penny.

Compared with the risks of manuscripts in yesteryear, Loti's last story accordingly had a mild adventure. What is a day or two in a taxicab compared to seven centuries in monasteries, *or* even a century in a cipher? *Still*, to-day it will do for literary excitement. *For* every author *who*, *like Loti*, wrote in longhand, *there* are a *thousand* that type their unpublished works, *and* the carbon copy is an often melancholy insurance *against* extinction, *and* a sure *preventive* of adventure on the part of manuscripts.

— *The Sun.*

III. S.S. Errors

Write the correct forms of the following:

1. I learned that the soldiers were thrilled by the song. Both English and Irish.
2. The poet tells us that Sir Launfal has a dream. And that from this dream he learns a great lesson.
3. When Sir Launfal was an old bent man, "worn out and frail." He was turned away from his own gate.
4. Not only was he a kind friend to unfortunate men and women, sympathizing with them in their woes, delicately assisting them with money, and urging them to find their better selves. But he was also an understanding and loving companion to little children. Especially to boys who had not had a "square deal."

IV. Choice of Correct Word

Choose from the forms in parenthesis the correct word or words, and give the reason for your choice:

1. This copy is different (from, than) that.
2. Neither Henry (or, nor) his friend came.
3. He talks just (like, as) you do.
4. He talks just (like, as) you.
5. That is different (from what I thought, than I thought).
6. (It is a book *full of hints for the housewife*, and *which has many pictures to supplement the text.* It is a book *which is full of hints for the housewife*, and *which has many pictures to supplement the text.*)
7. (He was very happy, for he had been promoted.
   He was very happy. For he had been promoted.)
8. (His was a care free life, and which other men envied.
   His was a life which was care free and which other men envied.)
9. (He was capable of appointing his successor and to instruct him.
   He was capable of appointing his successor and of instructing him.)

V. Punctuation

A. Punctuate the following sentences:

1. I was late last night for my work kept me in the office until 7 o'clock.
2. The president should have intelligence for he will have many difficult problems to solve.
3. We met no Indians but we found the places on the neighboring hills where they had lain to watch our proceedings. — Franklin, *Autobiography.*
4. I had not been previously acquainted with their project or I should have prevented it.
   — Franklin, *Autobiography.*
5. My grandfather had four sons, who grew up, viz., Thomas John Benjamin and Josiah.
   — Franklin, *Autobiography.*

6. My Uncle Benjamin too approved of it and proposed to give me his short-hand volumes of sermons to set up with if I would learn his short-hand.
— FRANKLIN, *Autobiography.*
7. He (my father) had some knowledge of mechanics and on occasion was very handy with other tradesmen's tools. — FRANKLIN, *Autobiography.*
8. I stood out some time but at last was persuaded and signed the indenture when I was yet but twelve years old. — FRANKLIN, *Autobiography.*
9. Mr. Matthew Adams, who had a pretty collection of books, frequented our printing office took notice of me and invited me to see his library.
— FRANKLIN, *Autobiography.*
10. I bought it read it over and over and was much delighted with it. — FRANKLIN, *Autobiography.*
11. I contrived to disguise my hand and writing an anonymous paper, I put it at night under the door of the printing house. — FRANKLIN, *Autobiography.*

B. (Review) Remember that words like *however*, *indeed*, *moreover*, *nevertheless*, *still*, *then*, *there*, are adverbs, not real conjunctions. Using the semicolon or the period before each of the words mentioned, and the comma wherever it is required, write the following sentences:

1. Toward night it grew colder, however we did not suffer for we had brought heavy coats.
2. He was so tired that he could hardly reach the house indeed when he came to the gate he leaned against it heavily for some minutes.
3. We must seek educational reform and seek it soon, there is so much time wasted now that the average pupil takes five years to accomplish what he could do in three or four.
4. He was most successful, there is no doubt about that.

5. When the rain began to fall, we ran for shelter to a neighboring farmhouse, then we telephoned for father to meet us with the car.
6. We did not really suffer from the experience, nevertheless Jack Teddy and May had slight colds.

C. Study regularly the punctuation of well-written, well-punctuated articles in the *better class* of magazines. Observe for yourself how modern writers are punctuating the series, the compound predicate, the compound sentence. The comma before *and* in the compound sentence is helpful because it shows you at once that *and* is to connect two large elements (clauses) and not two small elements (words). If you find the S.S. error in your reading of really good English, do not imitate the author in this particular. He may have had some reason for his construction that you do not now understand. It is safer for you to stick to the rules of the game.

VI. Oral Work

A. In your oral English class, speak for one or two minutes on a topic assigned you by your teacher. Try to use comparatively few *ands*. When you have used ten *ands* (or whatever number your teacher or the class decides upon) you must sit down.

B. Watch yourself in all your classes for this unattractive *and, and, and* habit.

INTERJECTION

I. **Definition:**

An interjection is a word used to express sudden feeling; as, *ah, alas, oh, pshaw.*

II. **Classification:**

None

III. **Modification:**

None

IV. **Use:**

1. All interjections are independent by exclamation.
2. *O* is commonly used with nouns and pronouns independent by direct address.

V. **Some Common Interjections:**

ah, alas, hey, hurrah, hush, O, oh, poh, whew.

EXERCISES

I. Syntax

Read the following quotations from Shakespeare, and give the syntax of one or two interjections:

1. *Fie*, my lord, *fie!* a soldier and afeard?
2. *O* Romeo, Romeo: wherefore art thou Romeo?
3. The gracious Duncan
   Was pitied of Macbeth: *marry*, he was dead.
4. *Alas*, poor country.
5. *Alack*, for lesser knowledge.

6. Sit down, Kate, and welcome.
   Soud, soud, soud, soud.
7. Then, *heigh-ho*, the holly.
8. *Tush! tush!*
9. *Gramercy*, fellow: there, drink that for me.

II. Punctuation

In the sentences given above study the punctuation of the interjection.

CLAUSE

I. **Definition:**

1. A clause is a group of words containing a subject and a predicate.
2. A dependent clause is one used as a part of speech: adjective, adverb, noun.
3. A principal or independent clause is one *not* used as a part of speech. It expresses the main idea of the speaker or the writer.

II. **Kinds of Sentence:**

1. Structure:
   (*a*) Simple
   (*b*) Compound
   (*c*) Complex
2. Meaning:
   (*a*) Declarative
   (*b*) Interrogative
   (*c*) Imperative
   (*d*) Exclamatory

III. **Study of the Simple Sentence:**

1. The simple sentence consists of only one clause. This clause may have one simple subject and one simple predicate; it may have a simple subject and a compound predicate, or a compound subject and a simple predicate; it may have a compound subject and a compound predicate.

   (*a*) Man comes.
   (*b*) Man comes and goes.
   (*c*) Men and women come.
   (*d*) Men and women come and go.

2. The simple sentence may be short as in the preceding illustrations, or it may be long as in the following illustrations. In sentences (*b*) and (*c*) below, note that the verbs of the compound predicate are separated.

(*a*) *He wore* a broad-skirted fustian coat perplexed with half a hundred pockets, a pair of stout shoes and leathern gaiters, a basket slung on one side for fish, a patent rod, a landing net, and a score of other inconveniences only to be found in the true angler's armory. — IRVING, *The Angler.*

(*b*) Sometimes *it* (the stream) *would brawl* and *fret* along a ravine in the matted shade of a forest, filling it with murmurs, and after this termagant career *would steal* forth into open day with the most placid demure face imaginable.
— IRVING, *The Angler.*

(*c*) *I determined* to pass the night there, and having taken an early dinner, *strolled* out to enjoy the neighboring scenery.
— IRVING, *The Pride of the Village.*

3. The compound subject may be composed of more than two simple subjects, and the compound predicate may be composed of more than two simple predicates.

(*a*) The *lunatic*, the *lover*, and the *poet*
Are of imagination all compact.
— SHAKESPEARE, *Midsummer Night's Dream.*

(*b*) He *opened* the door, *looked* out cautiously, and then *tiptoed* down the hall.

4. The auxiliary that helps to make the first verb phrase often helps to make the second verb phrase as well.

(*a*) The letter had been written and mailed.
had been written —— had been mailed.

(*b*) He would often go to the top of Storm Cliff, and lie there dreaming for hours.
would go —— would lie.

(*c*) We had heard of him many times and seen him once or twice.
had heard —— had seen.

5. Punctuation of the simple sentence:
   (*a*) The rules for the comma have been given, for the most part, in the preceding pages. (See also pages 284 to 286.)
   (*b*) Use the period, question mark, or exclamation point at the end of the sentence.

IV. Study of the Compound Sentence:

1. The compound sentence consists of two or more principal or independent clauses. There may be or may not be dependent clauses. If there are dependent clauses, the sentence as a whole is compound, though its members are complex.
   (*a*) The sun shone, and the breezes blew.
   (*b*) The sun shone; the breezes blew.
   (*c*) I came, I saw, I conquered.
   (*d*) Owls have taken possession of the dovecote, but they are hereditary owls and must not be disturbed. — IRVING, *John Bull.*
   (*e*) *He may not be so wonderfully fine a fellow* as he thinks himself, but *he is at least twice as good* as his neighbors represent him. — IRVING, *John Bull.*

2. Punctuation of the compound sentence:
   (*a*) Use the comma to separate the *two* members of a compound sentence when the conjunction

is expressed; that is, use the comma before *and, but, or, nor.*

1. I had won my case, but I was not happy.
2. I did not know him, nor did I wish to know him.
3. You may go now, or you may go to-morrow.
4. Either the well was very deep, or she fell very slowly. — CARROLL, *Alice in Wonderland.*

(*b*) If the sentence is long, use the semicolon rather than the comma.

Being at a distance from my papers, I will give you what account I can of them (my grandfather's sons) from memory; and if my papers are not lost in my absence, you will find among them many more particulars.
— FRANKLIN, *Autobiography.*

(*c*) Use the semicolon to separate the *two* members of a compound sentence when the conjunction is not expressed.

1. *This* and *that* are singular; *these* and *those* are plural.
2. I dislike leaving home; nevertheless, I determined to carry out my father's wishes.
3. Mercy and truth are met together; righteousness and peace have kissed each other.
— *Bible.*
4. Wisdom is the principal thing; therefore get wisdom. — *Bible.*

(*d*) Use the comma to separate the *three* or *more* members of a compound sentence.

Brown took the banjo, Smith took the violin, and I took the mandolin.

(*e*) Use the semicolon to separate the *three* or *more* members of a *long* compound sentence.

1. Inquiry was made after the authors of this transfer (of stones); we were discovered, complained of, and corrected by our fathers; and though I demonstrated the utility of our work, mine convinced me that that which was not honest could not be truly useful.

— FRANKLIN, *Autobiography.*

V. **Study of the Complex Sentence:**

1. The complex sentence consists of *one* principal or independent clause and *one* or *more* dependent clauses. In the following sentences, the dependent clauses are italicized:

(*a*) *As he rose to walk*, he found himself stiff in the joints, and wanting in his usual activity.

— IRVING, *Rip Van Winkle.*

(*b*) He is a busy-minded personage, *who thinks not merely for himself and family but for all the country round, and is most generously disposed to be everybody's champion.* — IRVING, *John Bull.*

(*c*) *When you have bought one fine thing*, you must buy ten more, *that your appearance may be all of a piece.* — FRANKLIN, *Poor Richard's Almanac.*

2. The dependent clause is introduced by a relative pronoun or a subordinate conjunction, and is used as a part of speech: adjective, adverb, noun.

3. Before you study dependent clauses review thoroughly the list of relative pronouns (page 27), and the list of subordinate conjunctions, including conjunctive adverbs (pages 89, 90).

4. As a rule, the main clause in a complex sentence is not hard to identify. Some pupils, however, have a little trouble when it is introduced by an interrogative adverb. They confuse the interrogative adverb with the conjunctive adverb.

(*a*) *When did he learn* that he had passed his examinations?

(*b*) *How can he do his work* when he is ill?

VI. **Study of the Adjective Clause**:

1. The adjective clause is introduced in one of two ways:

(*a*) By the relative pronoun:

who
which
what (= that which)
that (= who, which)
as (after *such, same, as many*)
but (= who + not, which + not)

(*b*) By the conjunctive adverbs *when, where, why* in the *time when, place where,* and *reason why* constructions.

2. The adjective clause clearly attaches itself to (modifies) some noun or pronoun. This noun or pronoun is the antecedent of the relative pronoun, or it is a noun of time or place or reason.

(*a*) He is the man *who called.*

(*b*) This is the time *when the leaves fall.*

(*c*) I found the place *where he lives.*

(*d*) That is the reason *why he succeeded.*

VII. **Study of the Adverb Clause**:

1. The adverb clause is introduced by the conjunctive adverb or the true subordinate conjunction.

2. There are ten very common kinds of adverb clause. They are named according to the kind of idea that they express.

(*a*) Time — introduced by *after, as, before, ere, till, until, since, when, while.*

He will find it *when he needs it.*

(*b*) Place — introduced by *where, whither, whence.*

He left the book *where it belonged.*

(*c*) Manner — introduced by *as, as if.*

Do *as you please.*

(*d*) Degree — introduced by *as* in the *as — as* and *so — as* constructions; and by *the* in the *the — the* construction.

1. He is as tall *as you.*
   He is as tall *as you are tall.*
2. He is not so tall *as you.*
3. *The more we have,* the more we want.

(*e*) Comparison — introduced by *than.*

He is taller *than you.* (He is taller *than you are tall.*)

(*f*) Condition — introduced by *if, unless.*

He will work *if you praise him.*

(*g*) Concession — introduced by *although, though, even if.*

Though he will not fight, he is no coward.

(*h*) Purpose — introduced by *that, so that, in order that, lest.*

1. I worked hard *so that I might finish before dark.*
2. Walk while ye have the light, *lest darkness come upon you. — Bible.*

(*i*) Result — introduced by *that* in the *so — that* and *such — that* constructions, and by *so that*.

1. He was so tired *that he could scarcely speak.*
2. There was such a crowd *that we could not move.*
3. I was taken by surprise, *so that I did not know what to say.*

(*j*) Cause or Reason — introduced by *because, for, since, as.*

They criticize it *because they do not understand it.*

3. Of these ten kinds of clauses, seven — time, place, manner, condition, concession, purpose, cause or reason — nearly always modify a verb; of the remaining three, clauses of degree and comparison never modify the verb, and the clause of result never modifies the verb when you have the *so — that* or *such — that* construction.

VIII. Study of Noun Clause:

1. The noun clause usually answers the question *what.* Occasionally it answers the question *who* or *whom.*

(*a*) He would not tell me *what he wanted.*
(*b*) *Whoever said that* is untruthful.
(*c*) Give the clothes to *whoever needs them.*
(*d*) Give *whoever needs them* the clothes.

2. The noun clause is used in the following ways:

(*a*) Subject — *That he came at all* is surprising.
(*b*) Attribute — The truth is *that he is dishonest.*
(*c*) Object — I know *that he is truthful.*
(*d*) Appositive — It is surprising *that he came at all.*

(*e*) Indirect object — Give *whoever wishes them* these books.

(*f*) Object of a preposition — Give these books to *whoever wishes* them.

(*g*) Retained object — He was given *what he wanted*.

(*h*) Objective complement — They made him *what he wished to be*.

(*i*) Adverbial objective — This is not worth *what you ask*.

(*j*) Nominative absolute — *What you say* being true, there is no ground for further argument.

Note: Of these uses the first four are by far the most common.

3. The noun clause is commonly introduced in the following ways:

(*a*) Subordinate conjunction proper:

if (= whether)
lest (after an expression of fear)
that
whether

(*b*) Conjunctive adverb:

how
why
when
where

(*c*) Interrogative pronoun (has no antecedent):

who
which
what

(*d*) Interrogative adjective:

which
what

(*e*) Relative pronoun when the antecedent is understood.

If you supply the antecedent, you will have an adjective clause; if you do not supply it, you will have a noun clause.

Who steals my purse steals trash.

— SHAKESPEARE, *Othello.*

Who steals my purse modifies *he* understood. *Who steals my purse* is the subject of *steals.*

IX. **Punctuation of Complex Sentences:**

1. Adjective or relative clause:

(*a*) An adjective clause following a proper noun is nearly always non-restrictive, and is therefore cut off by the comma. (Look in the dictionary for the meaning of *restrictive* and of *non-restrictive.*)

1. George Washington, who died in 1799, was our first President.
2. Independence Day, which we celebrate on the fourth day of July, is a national holiday.
3. "Pilgrim's Progress," which we read in First Year English, is an allegory.
4. We saw the President, who had just returned from his trip abroad.

(*b*) An adjective clause following a common noun that names a person or an animal or a thing clearly identified in your mind *before you reach the clause* is also non-restrictive and is cut off by the comma.

1. *My mother*, who is president of the club, has been appointed a delegate.

2. We ought to be proud of *our school*, which has done many things for the community.
3. *This book*, which you have not read I think, was recommended to me by Miss Taylor.
4. *Room 21*, which has been used as a classroom, will now be used as a part of the assembly hall.
5. The victor, who had received a war horse as his prize, rode slowly around the lists. (When the author writes of the victor, you know whom he means. You have been reading about him in the sentences *preceding* this sentence).
6. The poet (meaning one who has been named in the sentences *preceding* this sentence), who cared little or nothing for his critics, proceeded to write verse according to his own theory.

(*c*) An adjective clause following a common noun that names a person or an animal or a thing *not* identified in your mind *before you reach the clause* is restrictive, and is not set off by the comma.

1. The book that lies on the hall table is the one I want.
2. This is the house that we bought last winter.
3. A city that is set on a hill cannot be hid. — *Bible.*

2. Adverb clause:

(*a*) Use the comma after an inverted clause, that is, after an adverb clause that comes before the main clause. Many people do not use this comma, but as it often prevents confusion in reading, it seems worth while for the high school student to give it a fair trial.

1. *As he was about to descend*, he heard a voice hallooing. — IRVING, *Rip Van Winkle.*
2. *The nearer the bone*, the sweeter the meat.

(*b*) Use the comma before an adverb clause of result introduced by *so that.*

I was taken by surprise, so that I did not know what to say.

(*c*) Use the comma before an adverb clause introduced by *for.*

I was greatly embarrassed, for I did not understand what had happened.

3. Noun clauses:

(*a*) The noun clause used as a direct quotation is cut off by the comma.

1. My father replied, "I have no fault to find with your work."
2. His reply was, "I have no fault to find with your work."
3. "I can do no more," I answered.

(*b*) Observe, however, the omission of the comma when the question mark or the exclamation point is used.

1. "Will you go?" said he.
2. "That look!" whispered she and shuddered.
— HAWTHORNE, *Prophetic Pictures.*

(*c*) Observe the colon when the quotation is formally introduced.

His last words were these: "Be thou faithful unto death."

(*d*) Observe the punctuation of the broken noun clause.

"There we stand," cried Walter enthusiastically, "fixed in sunshine forever."

— HAWTHORNE, *Prophetic Pictures.*

(*e*) Observe that the mark of punctuation used after the parenthetical words depends upon the construction you would have if the parenthetical words were omitted.

1. That is not true.
   "That," he said, "is not true."
2. I cannot go now, for I have another engagement.
   "I cannot go now," said he, "for I have another engagement."
3. I cannot go now; it is too late.
   "I cannot go now," he said; "it is too late."
4. Will you go to-morrow? I shall need you.
   "Will you go to-morrow?" he asked. "I shall need you."
5. We shall be late again to-night. The fog is very thick.
   "We shall be late again to-night," he said. "The fog is very thick."

EXERCISES

I. SYNTAX OF ADJECTIVE CLAUSE

A. Models:

1. A man *who could make so vile a pun* would not scruple to pick a pocket. — DENNIS.

   Who could make so vile a pun modifies *man.*

2. He took *what* (= *that which*) *he could find.*

   What = *that which. Which he could find* modifies *that.*

3. Such stones *as he found* were valuable.
As he found modifies *stones*.

4. There is no joy *but enriches man's life.*
But enriches man's life modifies *joy*.

5. The lesson *that I learned* was the wrong one.
That I learned modifies *lesson*.

6. This is the house *where he was born.*
Where he was born modifies *house*.

B. Give the syntax of the adjective clauses in the following:

1. Such notes as he took were illegible.
2. There was no one in that vast assembly but felt some grief.
3. Cedric, whose anger had been aroused, unsheathed his sword.
4. Every man whose work is satisfactory will receive a bonus.
5. There was no one but admired the Queen of Love and Beauty.
6. The measure against which he had fought so long and so hard was finally passed.
7. Benson, whom I last saw in France, is now in Mexico.
8. This is the hour when ghosts appear.
9. The reason why he stayed so short a time is not clear to me.
10. These are the times that try men's souls.
— PAINE, *The American Crisis*.
11. We are such stuff as dreams are made on.
— SHAKESPEARE, *The Tempest*.
12. I know a bank where the wild thyme blows.
— SHAKESPEARE, *A Midsummer Night's Dream*.
13. I will feed fat the ancient grudge I bear him.
— SHAKESPEARE, *The Merchant of Venice*.

14. Or bid the soul of Orpheus sing
Such notes as, warbled to the string,
Drew iron tears down Pluto's cheek.
— MILTON, *Il Penseroso.*

15. But he that filches from me my good name
Robs me of that which not enriches him,
And makes me poor indeed. — SHAKESPEARE, *Othello.*

16. The smaller sorts of wild fowl, of which there was abundance, were not served on platters, but brought in upon small wooden spits or broaches.
— SCOTT, *Ivanhoe.*

17. The Disinherited Knight returned to his first station, and Bois-Guilbert to his tent, where he remained the rest of the day in an agony of despair.
— SCOTT, *Ivanhoe.*

18. He that dies pays all debts.
— SHAKESPEARE, *The Tempest.*

19. The play's the thing
Wherein I'll catch the conscience of the king.
— SHAKESPEARE, *Hamlet.*

20. "We have neglected, Sir Prior, to name the fair sovereign of Love and of Beauty by whose white hand the palm is to be distributed."
— SCOTT, *Ivanhoe.*

21. At Watt's printing-house I contracted an acquaintance with an ingenious young man, one Wyngate, who, having wealthy relations, had been better educated than most printers, was a tolerable Latinist, spoke French, and loved reading.
— FRANKLIN, *Autobiography.*

22. Let me have men about me that are fat;
Sleek-headed men and such as sleep o' nights.
— SHAKESPEARE, *Julius Cæsar.*

23. She loved me for the dangers I had passed.
— SHAKESPEARE, *Othello.*

24. The labor we delight in physics pain.
— SHAKESPEARE, *Macbeth.*

25. My first visit was to the house where Shakespeare was born and where, according to tradition, he was brought up to his father's craft of wool-combing.
— IRVING, *Stratford-on-Avon.*

26. (There is) not a nook or corner but is of use in housing some useless personage. — IRVING, *John Bull.*

C. Give the syntax of the relative pronouns in the preceding sentences.

II. CLASSIFICATION AND SYNTAX OF ADVERB CLAUSES

A. **Model:**

If I had a horse, I would be your guide.

If I had a horse is an adverb clause of condition, modifying *would be.*

Note: Remember that, with the exception of clauses of degree and comparison, and of result clauses in the *so* — *that* and *such* — *that* constructions, adverb clauses normally modify a verb or a verbal.

B. Classify and give syntax of the adverb clauses in the following:

1. 'Tis hard to part when friends are dear.
— MRS. BARBAULD, *Life.*

2. O wad some power the giftie gie us,
To see oursels as others see us. — BURNS, *To a Louse.*

3. I were but little happy if I could say how much.
— SHAKESPEARE, *Much Ado About Nothing.*

4. No profit grows where is no pleasure ta'en.
— SHAKESPEARE, *Taming of the Shrew.*

5. And as the soldiers bore dead bodies by,
He called them untaught knaves.
— SHAKESPEARE, *King Henry IV, Part I.*

6. If it will feed nothing else, it will feed my revenge.
— SHAKESPEARE, *The Merchant of Venice.*

7. O, while you live, tell truth and shame the devil.
— SHAKESPEARE, *King Henry IV, Part I.*

8. Smooth runs the water where the brook is deep.
— SHAKESPEARE, *King Henry VI, Part II.*

9. Angels are bright still, though the brightest fell.
— SHAKESPEARE, *Macbeth.*

10. If music be the food of love, play on.
— SHAKESPEARE, *Twelfth Night.*

11. Seldom he smiles, and smiles in such a sort,
As if he mocked himself.
— SHAKESPEARE, *Julius Cæsar.*

12. He became very violent, so that there was no holding him.

13. The flighty purpose never is o'ertook
Unless the deed go with it. — SHAKESPEARE, *Macbeth.*

14. He went at ten so that he might be on time.

15. Had I but served my God with half the zeal
I serv'd my king, he would not in mine age
Have left me naked to mine enemies.
— SHAKESPEARE, *King Henry VIII.*

16. Why may not imagination trace the noble dust of Alexander, till he find it stopping a bung-hole?
— SHAKESPEARE, *Hamlet.*

17. Millions of spiritual creatures walk the earth
Unseen, both when we wake and when we sleep.
— MILTON, *Paradise Lost.*

18. Mine enemy's dog,
Though he had bit me, should have stood that night
Against my fire. — SHAKESPEARE, *King Lear.*

19. Choose an author as you choose a friend.
— ROSCOMMON, *Essay on Translated Verse.*

20. Every office and outhouse is garrisoned by these supernumeraries and their families, for they are amazingly prolific. — IRVING, *John Bull.*

21. Though he had been sorely buffeted about the world, he was satisfied that the world itself was good and beautiful. — IRVING, *John Bull.*

22. He will scarcely permit a dry branch to be lopped from the giant trees that surround the house, lest it should molest the rooks that have bred there for centuries.
— IRVING, *John Bull.*

23. This is an appeal that John's honest heart never can withstand, so that a man who has faithfully eaten his bread and pudding all his life is sure to be rewarded with a pipe and tankard in his old days.
— IRVING, *John Bull.*

C. **Models:**

1. He is as good *as gold.*

As gold is good is an adverb clause of degree, modifying the first *as.*

2. *The louder the noise,* the better he liked it.

The louder the noise is an adverb clause of degree, modifying the following *the.* The third *the* is an adverb modifying *better.*

3. He is more athletic *than his brother.*

Than his brother is athletic is an adverb clause of comparison, modifying *more* or *more athletic.*

4. She is so stubborn *that she will not listen to reason.*

That she will not listen to reason is an adverb clause of result, modifying *so.*

D. Classify and give syntax of adverb clauses:

1. The fashion wears out more apparel than the man.
— SHAKESPEARE, *Much Ado About Nothing.*

2. I had rather have a fool to make me merry than experience to make me sad.
— SHAKESPEARE, *As You Like It.*

Note: Rather is in the comparative degree.

3. Life is as tedious as a twice told tale.
— SHAKESPEARE, *King John.*

4. The world is grown so bad
That wrens make prey where eagles dare not perch.
— SHAKESPEARE, *King Richard III.*

5. Then let thy love be younger than thyself.
— SHAKESPEARE, *Twelfth Night.*

6. The better the day, the better the deed.
— SIR JOHN HOLT.

7. His nose was as sharp as a pen.
— SHAKESPEARE, *King Henry V.*

8. He may not be so fine a fellow as he thinks himself, but he is at least twice as good as his neighbors represent him. — IRVING, *John Bull.*

9. A friend should bear his friend's infirmities,
But Brutus makes mine greater than they are.
— SHAKESPEARE, *Julius Cæsar.*

10. In short, John has such reverence for everything that has been long in the family that he will not hear even of abuses being reformed. — IRVING, *John Bull.*

11. There are more things in heaven and earth, Horatio,
Than are dreamt of in your philosophy.
— SHAKESPEARE, *Hamlet.*

12. The more he made, the more he spent.

13. The old fellow's spirit is as tall and as gallant as ever.
— IRVING, *John Bull.*

14. Parting is such sweet sorrow
That I shall say good night till it be morrow.
— SHAKESPEARE, *Romeo and Juliet.*

15. Ralph de Vipont summed up the list of the stranger's triumphs, being hurled to the ground with such force that the blood gushed from his nose and his mouth.
— SCOTT, *Ivanhoe.*

III. SYNTAX OF NOUN CLAUSES

A. **Models**:

1. I know *that he is honest.*
That he is honest is object of *know.*

2. It is true *that he was not competent.*

That he was not competent is in apposition with *it.*

B. Give the syntax of noun clauses. Remember that noun clauses usually answer the question *what;* occasionally *who* or *whom.*

1. What he had done being satisfactory, we finished the work on time.
2. Tell whoever is interested that the meeting has been postponed.
3. They were in constant fear lest the ship be wrecked.
4. I did not know whether he meant what he said.
5. She did not tell me which position she had accepted.
6. When did you learn where she had gone?
7. "Your answer," he said, "is not satisfactory."
8. This condition of affairs is due to the fact that he is too generous.

Note: How can you tell that *that he is too generous* is not an adjective clause? Compare it with "This is not in accord with the fact *that we learned last week.*"

9. We paid him what he asked.
10. He was paid what he asked.
11. That he had told the exact truth was obvious.
12. Masters, it is proved already that you are little better than false knaves.

— SHAKESPEARE, *Much Ado About Nothing.*

13. Thou canst not say I did it. — SHAKESPEARE, *Macbeth.*
14. That he is mad, 'tis true. — SHAKESPEARE, *Hamlet.*
15. I do not know what business I have to be present in solemn places. — LAMB, *The Wedding.*
16. What's mine is yours, and what is yours is mine.

— SHAKESPEARE, *Measure for Measure.*

17. Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it. — BOSWELL, *The Life of Johnson.*

18. I cannot tell what you and other men
Think of this life. — SHAKESPEARE, *Julius Cæsar.*

19. I've often wished that I had clear,
For life, six hundred pounds a year,
A handsome house to lodge a friend,
A river at my garden's end.
— SWIFT, *Imitation of Horace.*

20. The secret of the matter is that John has a great disposition to protect and to patronize.
— IRVING, *John Bull.*

21. Much depends upon when and where you read a book.
— LAMB, *Thoughts on Books and Reading.*

22. I think I see them at their work — these sapient trouble-tombs.
— LAMB, *Thoughts on Books and Reading.*

23. If nothing else could be said of a feast, this is sufficient, that from the superflux there is usually something left for the next day. — LAMB, *Popular Fallacies.*

24. It is wonderful how one young maiden freshens up, and keeps green, the paternal roof.
— LAMB, *The Wedding.*

25. They had been engaged time out of mind, they said, in providing mirth and good cheer for mortals below.
— LAMB, *Rejoicings upon the New Year's Coming of Age.*

26. Some said the appearance of such lean, starved guests, with their mortified faces, would pervert the ends of the meeting.
— LAMB, *Rejoicings upon the New Year's Coming of Age.*

IV. SYNTAX OF ADJECTIVE, ADVERB, AND NOUN CLAUSES

A. Classify and give syntax of all dependent clauses:

1. To a homeless man, who has no spot on this wide world which he can call his own, there is a momentary feeling of something like independence when, after a weary

day's travel, he kicks off his boots, thrusts his feet into his slippers, and stretches himself before an inn fire.

— IRVING, *Stratford-on-Avon.*

2. He was a regular attendant at church on Sundays, though he generally fell asleep during the sermon. He had made it his particular request that when he died he should be buried in a green spot which he had marked out ever since he was a boy, and had thought of when far from home on the raging sea in danger of being food for the fishes; it was the spot where his father and mother had been buried.

I have done, for I fear that my reader is growing weary; but I could not refrain from drawing the picture of this worthy "brother of the angle," who has made me more than ever in love with the theory, though I fear I should never be adroit in the practice of his art.

— IRVING, *The Angler.*

3. Much depends upon when and where you read a book. In the five or six impatient minutes before dinner is quite ready, who would think of taking up the "Fairy Queen" for a stop-gap, or a volume of Bishop Andrewes' sermons?

— LAMB, *Thoughts on Books and Reading.*

Note: In this sentence *who* is an interrogative, not a relative, pronoun.

4. His (John Bull's) economy is a whimsical kind, its chief object being to devise how he may afford to be extravagant; for he will begrudge himself a beefsteak and a pint of port one day, that he may roast an ox whole, broach a hogshead of ale, and treat all his neighbors on the next. — IRVING, *John Bull.*

5. A custom is sometimes as difficult to explain to a foreigner as a pun. What would become of a great part of the wit of the last age if it were tried by this test? — LAMB, *Popular Fallacies.*

6. This species of wit is the better for not being perfect in all its parts. What it gains in completeness, it loses in naturalness. The more exactly it satisfies the critical, the less hold it has upon some other faculties. — LAMB, *Popular Fallacies*.

7. As the latter (John Bull's son) is too sturdy and refractory for paternal discipline, having grown out of all fear of the cudgel, they have frequent scenes of wordy warfare, which at times run so high that John is fain to call in the aid of his son Tom, an officer, who has served abroad, but is at present living on half pay. — IRVING, *John Bull*.

8. All smiled as they put the question, yet with a certain trouble in their eyes, as if pestilence or some other wide calamity were prognosticated by the untimely intrusion among the living of one whose presence had always been associated with death and woe. What a comet is to the earth was that sad woman to the town. Still she moved on, while the hum of surprise was hushed at her approach, and the proud and the humble stood aside, that her white garment might not wave against them. — HAWTHORNE, *The White Old Maid*.

B. Find many other examples of dependent clauses. You may learn a great deal about an author's style by studying the structure of his sentences. You may also learn how to vary the length and the construction of your own sentences.

C. Classify twenty clauses that come in your class work or that a committee provides for you.

V. S.S. ERRORS

Correct the following S.S. errors:

1. I could not go to sleep. For I was very tired.
2. Washington in his "Farewell Address" showed foresight. His splendid advice, which included the warning to keep clear of entangling alliances.

3. I could not believe that he would carry out his threat. That he would actually dispossess us.
4. The poem tells you about life and how it may be seen How the sun shines on the buttercup. How the bird sits near his nest and sings.
5. The author is trying to show what kind of feeling summer gives him. When every one is happy and glad to be alive.
6. We didn't go yesterday, it was too warm.
7. The poet's thought is that in June come the most days that are perfect. That heaven bends down to earth to see whether things are in tune.
8. We can't go now, it's too late.
9. We walked along a little farther, there on the grass lay my pin, you may guess whether I was happy or not.

VI. Choice of Correct Word

Choose from the forms in each parenthesis the correct word, and give the reason for your choice:

1. Will you let me know (if, whether) she comes.
2. Give this to (whoever, whomever) would like it.
3. Give this to (whoever, whomever) you see.
4. This is such a trip (as, which) would have delighted Stevenson.
5. Is this the book (what, that) you want?

VII. Punctuation

A. Punctuate the following sentences, and give a reason for each mark you use:

1. Polyphemus who was a one-eyed giant returned to the cave with his flocks.
2. Ulysses called to Nausicaa who was playing with her handmaidens.

3. "The Odyssey" is one of the books that we study in high school.
4. Lucas Beaumanoir who conducted the trial of Rebecca was the Grand Master of the Knights Templars.
5. I was disappointed in the letters that I received this morning.
6. We went into Helen's tent where mother was lying down.
7. When can you go he asked.
8. I know he replied that you are very busy.
9. I cannot help you now I said however I will do what I can next week.
10. Long live our leader shouted the yeomen and long live the Black Knight of the Fetterlock.
— Scott, *Ivanhoe.*
11. Ask me no questions and I'll tell you no fibs.
— Goldsmith, *She Stoops to Conquer.*
12. One writer for instance excels at a plan or a title-page another works away at the body of the book and a third is a dab at an index. — Goldsmith, *The Bee.*
13. The royal navy of England hath ever been its greatest defence and ornament it is its ancient and natural strength.
— Blackstone, *Commentaries on the Laws of England.*
14. Men crown the knave and scourge the tool
That did his will. — Sill, *The Fool's Prayer.*
15. He entered the house which, to tell the truth, Dame Van Winkle had always kept in neat order.
— Irving, *Rip Van Winkle.*
16. As I crossed the bridge over the Avon on my return I paused to contemplate the distant church in which the poet lies buried. — Irving, *Stratford-on-Avon.*
17. Though he had been as roughly used in different countries as a poor sheep that is fleeced by every hedge and thicket yet he spoke of every nation with kindness and candor. — Irving, *The Angler.*

18. "When I would beget content" says Izaak Walton "and increase confidence in the power and wisdom and Providence of Almighty God I will walk the meadows by some gliding stream and there contemplate the lilies that take no care."

— IRVING, *The Angler*.

(Use the same rules in punctuating poetry as you use in punctuating prose.)

19. The Child lies safe this wondrous night
No breath of malice will reach Him now
For the vision of angel and star and light
Is bright in the hearts that before Him bow.

B. Study very carefully a short news article from a paper like "The New York Times." Has the writer followed the rules and suggestions for punctuation given on pages 282 to 286?

C. Study a paragraph or two of an editorial, choosing one that you can understand. Has the writer followed the rules and suggestions given on pages 282 to 286? Has he been more careful in his punctuation than the writer of the news article?

D. Study several pages of a book that you are reading for class work in English; or of a book that you are reading for supplementary work. What discoveries concerning punctuation do you make?

E. Study a poem, one of Joyce Kilmer's, for instance, or one of Robert Service's. What do you find about the punctuation of complex and compound sentences here?

F. Write a paragraph of about ten sentences on an easy subject to illustrate three or four of the punctuation helps on pages 282 to 286. The following are some suggested subjects:

1. Robin Hood.
2. Alice in Wonderland.
3. The Ancient Mariner's sin and its punishment.
4. The wonders of radio.
5. A city department store.
6. A country store.

PART II

SENTENCE

I. In Part I we observed two kinds of S.S. errors. One of them consists in writing an incomplete sentence as if it were a complete sentence; the other consists in putting together, without proper punctuation, two or more sentences.

A. Which of the following are not sentences? Write the selections, correcting all S.S. errors.

1. If a business man finds out that you are a poor speller. He will tell you that he cannot employ you. That he prefers to give the position in his office to a competent worker.
2. The teacher advises us to take great pains with certain simple words. Such as *too*, *across*, and *their*.
3. There being no one in sight and the storm growing worse every minute. We decided to seek shelter in the mysterious house.
4. It was very cold indeed. But not too cold.
5. A mob fought to hear him. A mob in which women fainted and garments were torn.
6. It is a masterpiece. Short, clear, and vigorous.
7. Believing that you will be interested in our project,

   Yours truly

   Henry Smith
8. A secondary education proper has two aims. First, to fit pupils for higher institutions, and second, to fit them for life. See page 287 (*b*).

9. You will be interested in Treason Hill house. The place where André and Arnold met during the Revolutionary War.
10. The sun that brief December day
Rose cheerless over hills of gray.
And, darkly circled, gave at noon
A sadder sight than waning moon.

— WHITTIER.

B. How many sentences are there in each of the following? Write the selections, correcting all S.S. errors.

1. "The Gold Bug" is a very interesting story, it is different from any other story that I have read.
2. When steam came into use, the farmer's transportation troubles went out, he could send his products to market more quickly and with less expense than before.
3. The farmer's wife used to do her washing by hand, now she puts her clothes into a machine, touches a button, and goes off to do her housework.
4. Prince John wanted to get the throne from his brother, in order to get it he had to keep the king in captivity.
5. First one man brings the cement, then another man is ready to mix it. While another man smooths it into flat slabs.
6. The employer would say to the applicant, "You went to school to learn to read, to write, and to spell if you have not mastered common words like *too*, how do you expect to be a success in the business world?"
7. Somebody wishes you, didn't you hear him call?
8. I do not approve of his methods they are too severe.
9. On your left is a noble hall, decorated with banners on your right is a library in which you will find only the rarest books.

10. I cannot help you now however I will do what I can for you later in the season.
11. Last year I took an examination in English and failed, this year I have studied much harder.

II. Classify the following sentences according to structure and according to thought:

1. The truce having been arranged, Spartan envoys set out for Athens to negotiate a permanent peace.
2. "I wish I could," he said wistfully.
3. At length I found myself, as the shades of evening drew on, within view of the melancholy House of Usher. — Poe, *The Fall of the House of Usher.*
4. I was dirty from my journey, my pockets were stuffed out with shirts and stockings, and I knew no soul nor where to look for a lodging.
— Franklin, *Autobiography.*
5. In a few moments she related the fearful scene of the garden, and concluded that the spectre must have carried off the bride.
— Irving, *The Spectre Bridegroom.*
6. Gunpowder, instead of keeping up the road, made an opposite turn and plunged downward to the left.
— Irving, *The Legend of Sleepy Hollow.*
7. He turned his house into a place of refuge for a crowd of wretched old creatures who could find no other asylum; nor could all their peevishness and ingratitude weary out his benevolence.
— Macaulay, *Croker's Edition of Boswell's Life of Johnson.*
8. During those six years, melancholy and disgraceful events, at home and abroad, had followed one another in rapid succession: the divorce of Lady Essex, the murder of Overbury, the elevation of Villiers, the pardon of Somerset, the disgrace of Coke, the execution of Raleigh, the battle of Prague,

the invasion of the Palatinate by Spinola, the ignominious flight of the son-in-law of the English king, the depression of the Protestant interest all over the continent.

— MACAULAY, *Lord Nugent's Memorials of Hampden.*

9. The narratives are clear and agreeably written; the remarks on men and things clever and judicious.

— MACAULAY, *Machiavelli.*

10. Machiavelli deeply regretted the misfortune of his country, and clearly discerned the cause and the remedy. — MACAULAY, *Machiavelli.*

III. Let a committee bring to class twenty fairly short sentences. Classify these sentences as simple, complex, compound.

IV. In your next themes use simple, complex, and compound sentences. Vary the length of your sentences also.

V. Do poets use simple, complex, and compound sentences? Justify your answer.

I. Review:

1. How are nouns classified?
2. What are the modifications of nouns?

II. Singulars and Plurals:

1. Study the following plurals (*P* means study pronunciation of word; *M* means study meaning of word):

(*a*) *Singular*	*Plural*
Adams	the Adamses (*P*)
alumna	alumnæ (*P*)
alumnus	alumni (*P*)
axis	axes
bandit	bandits banditti
basis	bases
Brahman	Brahmans
cherub (*M*)	cherubs cherubim (*P*)
crisis	crises
cupful	cupfuls (*M*)
cup full	cups full (*M*)
datum	data (*P*)
Doctor Smith	the Doctor Smiths
Doctor Smith and Doctor Brown	the Doctors Smith and Brown
focus	foci (*P*)
fungus	fungi (*P*) funguses
genus (*M*)	genera (*M*)

Singular	*Plural*
German	Germans
Madame	Mesdames (*P*)
Mary	the Marys
memorandum	memoranda memorandums
Miss Smith	the Misses Smith (formal) the Miss Smiths
Mrs. Smith	the Mrs. Smiths
mongoose (*M*)	mongooses
Mussulman (*M*)	Mussulmans
Norman	Normans
oasis (*P*)	oases (*P*)
Ottoman (*M*)	Ottomans
parenthesis	parentheses
phenomenon (*M*)	phenomena
radius	radii
seraph (*M*)	seraphs seraphim
stratum (*P*)	strata (*P*)
talisman (*M*)	talismans
vertebra	vertebræ

(*b*)

Singular	*Plural*	*Singular*	*Plural*
brother	brothers (*M*) brethren (*M*)	index	indexes (*M*) indices (*M*)
die	dice (*M*) dies (*M*)	penny	pence (*M*) pennies (*M*)
fish	fish (*M*) fishes (*M*)	staff	staffs (*M*) staves (*M*)
genius	genii (*M*) geniuses (*M*)		

(*c*) *Singular*	*Plural*
athletics (*art of training by exercises*)	athletics (*sports or games of athletes*)
corps (*P*)	corps (*P*)
deer	deer
heathen	heathen
means (*agency or instrument*)	means (*resources, wealth*)
series	series
sheep	sheep
species	species

(*d*) *Singular*	*Plural*	*Singular*	*Plural*
ethics (*science of moral duty*)	——	news	——
mathematics (*a science*)	——	physics (*a science*)	——
measles (*a disorder*)	——	politics (*science, art, theory, or practice of government*)	——

(*e*) *Singular*	*Plural*	*Singular*	*Plural*
——	odds	——	tidings
——	pains	——	tongs
——	scissors	——	trousers
——	spectacles (*glasses*)	——	riches
——	thanks	— —	wages

2. Write sentences to illustrate the singular and the plural of:

Adams, cherub, crisis, cupful, cup full, datum, Madame, Mary, Miss Smith, Mrs. Smith, phenomenon, precedent, stratum, talisman, genius (see an unabridged

dictionary for: genius, genie, and jinni), index, corps, means, athletics.

3. Write sentences to illustrate the use of:
ethics, news, politics, odds, pains, scissors, thanks.

III. **Collective Nouns:**

Collective nouns are ordinarily *singular* and require *singular* verbs and *singular* pronouns; but when the component individuals are in mind, then the collective noun is *plural*.

(*a*) Explain why the collective nouns in sentences 2, 3, and 5 take singular verbs; why those in 1 and 4 take plural verbs:

1. The *throng* of worshipers *were* clad in picturesque garments, some in red, some in green, and some in gold.
2. The *throng* in the courtyard *was* surging forward.
3. In that country the Moderate *Party is* made up of rich and powerful men and women.
4. She laughingly replied, "The *committee wish* to adjourn because *they* are hungry."
5. The *committee has* not had a meeting this month.

(*b*) What errors do you find in the following sentences?

1. The class has decided to give a dance because they need money.
2. The club is planning a play, which they will give early in the spring.
3. When the Round Table was under the influence of the King, they made the world a better place to live in.
4. Suddenly the mob was moved to fury. They dashed out to burn and to slay.

IV. Syntax:

1. Study of two constructions in the objective case:
   (*a*) So-called subject of infinitive.

   He found the *child* to be his long-lost brother.

Note: Child is sometimes said to be subject of the infinitive *to be*, and is in the objective case. It may be treated in another way — as object complement of *found; to be* is then objective complement of *found*.

   (*b*) Attribute complement of infinitive that has so-called subject.

   He found the *child* to be his long-lost *brother*.

Note: The attribute complement is here in the objective case, since it refers to *child*, which is in the objective case.

2. Study of a construction in the nominative case: Attribute complement of infinitive that has no subject.

   1. He wishes to be a good *workman*.
   2. He tried to be a *farmer*.

3. Give the syntax of the italicized words:

   1. They believed the *king* to be a *tyrant*.
   2. *Whom* do you take *me* to be?
   3. *Who* do you think that *I* am?
   4. I should like to be a *teacher*.

V. Possessives:

1. In not more than five minutes write the possessive singular and the possessive plural of the following words:

   mother, Rough Rider, Italian, fairy, duchess, shepherd, hero, Chinaman, bookseller, elf, fox, year, actor, soldier, child, Filipino, class, officer, mouse, grandmother, fireman, man-of-war, Knight Templar, nation, Hughes.

2. Bring from to-day's or yesterday's newspaper ten illustrations of interesting possessives.

3. Write sentences to illustrate the use of the possessive singular and of the possessive plural. We suggest such nouns as:

team, Giants, governor, parents, Prince of Wales, voters, armies, judge, men, poet, non-residents, Freshman, Freshmen, Sophomore, Sophomores, Junior, Juniors, Senior, Seniors.

4. In the following selections put the possessive sign wherever it belongs. If you are in doubt about some nouns, try the following suggestions: (1) If you cannot decide whether a noun which in its primary spelling ends in *s* takes an apostrophe, substitute a noun which does not end in *s* — for example, *the Hughes resolutions* changed to *the Smith resolutions*. (2) If you cannot decide whether a noun should be possessive singular or possessive plural, change the noun to an *of* or *for* phrase — for example, *the boys' rules* changed to *the rules of the boys*.

(*a*) Miss Jones patrol, which arrived at Lake Moonrise first, in Busfield and Hanson truck, "staked a claim" on Camp Kilkare best room, without giving Mrs. Hempstead band a chance even to draw straws. If a week romping, outdoor life, filled with mischievous girls jokes on one another, goes to make a successful camping trip, the Girl Scouts two days at camp were a great success. Anybody doubts as to whether that week was a thorough vacation from business will be settled by asking for the various teachers record books and examining the Girl Scouts grades. — *Regents Examination in English Grammar. June 19, 1923.*

(*b*) The Allens' living room was a kind of magnet to us. We loved it. Children's toys lay around; and father's book and mother's music were in evidence. Every evening, when the day's work was over, we gathered in that pleasant place for an hour's frolic. Then the children were put to bed, and we grown-ups settled down for our nightly talks. Sometimes we discussed the new books — this dramatist's latest play, that novelist's latest adventure in romance. Sometimes we wandered into the fields of science, of discovery, of invention. Sometimes we had good music, Chopin's Nocturnes and Valses or Beethoven's Sonatas, or perhaps Strauss's lovely "Traumerei"; sometimes we simply sat and dreamed, when the mind's eye tried to pierce the future, and failed . . . I am an old man now, and rich. Yet, when I sit alone in the twilight hour, it is not of Fortune's favors that I think. No, recollections of that youthful day return, and I know that I came nearer to my heart's desire then than I have ever come since. . . . Old friends' voices, old friends' smiles — where are they now? They have passed into the silence of the years, and only sun-shot memories of that golden day remain to cheer an old man's heart.

(*c*) We bought provisions at Temple and Tremonts', but because of the delivery men's strike, we did not get them for five days. Mrs. Field's comments were caustic, and mine were none too kindly. A day's delay would have been bad enough, but imagine what a five days' delay meant to us. The neighbors' kindness was all that saved us from real hardship.

5. Explain why the italicized words in the following are either correct or incorrect:

   (*a*) The *fortnight's* delay in the American army *aviators'* world flight has brought about a fuel shortage. — *New York Times.*
   (*b*) We have all been interested in the *Dawes* plan.
   (*c*) Viola dressed in *boy's* clothes.
   (*d*) The poem tells about *Columbus* trip to America.
   (*e*) *Columbus* would not listen to his *mates'* earnest *entreaties.*
   (*f*) I have always enjoyed reading *boys* books.
   (*g*) The *Adamses* have returned from their trip.
   (*h*) Edgar Lee *Master's* "Spoon River Anthology," written just ten *years* ago, pictured the self-contained, insulated small town he had known in youth. — *The Sun.*
   (*i*) He has it at his *fingers'* ends.
   (*j*) They placed the child in the *babies'* ward at Bellevue.

6. Write a brief paragraph containing at least five possessive constructions. Your teacher will use a few of the best of these exercises for dictation.

VI. S. S. Errors:

Correct the following S.S. errors, and explain your corrections by giving the syntax of the italicized words:

1. A book that I would give a friend is "Vanity Fair." The author of this book is William Makepeace Thackeray. The *publisher* Harper and Brothers.
2. We had the same situation in reference to the budget. The *President* trying to reduce expenses and Congress trying to keep them up.
3. At home there are very few noises. A few factory *whistles* early in the morning.

4. The sounds he heard were very disagreeable. The *rattling* and *banging* of the street cars. The harsh *voices* of drivers yelling at their horses. The shrill *whistle* of factories. A fire *engine* dashing through the streets.
5. There are two kinds of salesmen. The *one* who sells just because he has to earn his salary. The *other* takes real joy in his work.

VII. Punctuation:

A. Study the noun rules on pages 284 and 287.

B. Read a newspaper or a magazine for twenty minutes. Make a list of the sentences you find that illustrate the noun rules on pages 284 and 287.

C. Find in poetry an illustration of the pleonastic construction.

D. Write a friendly letter in which you illustrate at least three of the noun rules on pages 284 and 287.

VIII. Special Nouns:

A. Study the following nouns. They are commonly misused by high school students.

Capitol (a building)
capital (everything denoted by this word and the preceding word except a building)
effect (a result)
elevator (what is the meaning?)
elevated (what is the meaning as a substantive?)
emigrant (why one *m*?)
immigrant (why two *m*'s?)
percolator (first *o* is not pronounced *u*.)
picture (not pronounced *pitcher*)
principal (*adjective* — chief; *noun* — sum of money, head of a school, leading character in a play, a duel, etc.)
principle (a rule of science or of human conduct)
sink (not pronounced *zinc*)

B. Choose from the forms in each parenthesis the correct word:

1. The (capital, Capitol) at Albany was partially burned some years ago.
2. That is a (capital, capitol) story.
3. My (capital, capitol) is now five million dollars.
4. Have you visited the (Capitol, capital) in Washington?
5. Washington is the (capital, capitol) of the United States.
6. The word "biology" should not be written with a (capital, capitol) letter.
7. He believes in (capital, capitol) punishment.
8. The United States is trying to restrict (its, it's) number of (emigrants, immigrants).
9. (Emigrants, immigrants) from southeastern Europe have been numerous.
10. It is the (principle, principal) of the thing that we object to.
11. He is a man of fine (principle, principal).
12. Wisdom is the (principle, principal) thing; therefore get wisdom. — *Bible.*
13. I do not understand the (principals, principles) of Algebra.
14. Mr. J. C. Oliver is both superintendent and (principal, principle) of the school.
15. If my (principle, principal) is $10,000, what will my interest be at six per cent?
16. The (principals, principles) with their seconds arrived early at Primrose Hollow.
17. The (principles, principals) in the case were ready to make a settlement.
18. The (principle, principal) (affect, effect) of the hookworm is anemia.

PRONOUN

I. Review:

1. How are pronouns classified?
2. Name the pronouns in each class.
3. What are the modifications of pronouns?

II. Syntax:

A. Give the syntax of each italicized word. Classify each *it*. (See page 236.)

1. Have you finished your lesson? I found *it* very long.
2. "We shall have to foot *it*," he said.
3. *It* is a delight to teach pupils like these.
4. *It* is hard to know what to do.
5. We were hard put to *it* to know what to do.
6. *It* grew cold toward morning.
7. *It* is not always easy to tell the truth.
8. *It* had just dawned upon him that we were not going.
9. *It* is snowing again.
10. I put the book away because *it* is new.

B. Give the syntax of the compound personal pronouns:

1. She herself had suffered from neglect.
2. They had hurt themselves seriously.
3. We cannot be sure that she will ever be herself again.
4. The editor of "The Cross Section" writes: We do not believe that political lie ourself; we believe that it was nothing more nor less than a red herring.
5. We paid ourselves a compliment.
6. I will finish this piece of work myself.
7. The gale had worn itself to rest.

C. Give the syntax of all the italicized words:

1. Unhappy is the man *whose* courage wavers.
2. We came to a lane at the end of *which* stood an ancient house.
3. There was no man nor woman *but* admired your efforts.
4. We took *what* we could get.
5. We did not know *what* he wanted.
6. We visited the house in *which* Shakespeare was born.
7. My book is not the same *as* yours.
8. We did not know *who* took it.
9. He was one of those men *who* are always in trouble.
10. The man *whom* we appointed treasurer was John C. Knox.
11. Such hope *as* we had had now deserted us.
12. There is no sin *but* is paid for.
13. In all my life I have seen no such faith as *this*.
14. We entertained as many *as* came.
15. *Whom* did they believe you to be?
16. *Who* do they think you are?
17. What would you say to libraries such *as* actually exist? — IRVING, *The Mutability of Literature*.
18. I paused to contemplate a tomb on *which* lay the *effigy* of a knight in complete armor.
— IRVING, *Westminster Abbey*.
19. There is no *species* of humor in *which* the English more excel than *that which* consists in caricaturing and giving ludicrous *appellations* or *nicknames*.
— IRVING, *John Bull*.
20. There are certain half-dreaming moods of mind in *which* we naturally steal away from noise and glare, and seek some quiet haunt.
— IRVING, *The Mutability of Literature*.

D. In the following sentences tell whether *what* is a relative pronoun or an interrogative pronoun:

1. I could not find *what* I needed.
2. I did not believe *what* he said.
3. I did not know *what* he said.
4. *What* he saw, he took.
5. *What* do you want?

E. Give sentences to illustrate the use of the demonstrative pronouns.

F. Use the distributive pronouns — *each, either, neither* — with singular verbs and singular pronouns.

Neither of the men *has finished his* work.

G. Give the syntax of all italicized words:

1. The ruler is twelve *inches* long.
2. That happened many *years* ago.
3. Sugar costs ten *cents* a *pound.*
4. He walks ten *miles* every *day.*
5. I don't like him a *bit.*
6. The fence was six *feet* high.
7. The river was a *mile* broad.
8. It flew two *inches* above the house.
   (How far *above the house?*)
9. That dress is an *inch* too long.
10. A few *centuries* since, five or six hundred manuscripts constituted a great *library.* — IRVING.
11. We went a *mile* out of our way.
    (How far *out of our way?*)
12. He is fifteen *years* old.

H. Give the syntax of all italicized words:

1. The country is divided into classes and parties, *each* striving for *its* own advantage.
2. *Head* in air, she walked out of the room.
3. Every *time* I saw *him* he tried to give *me advice* about the investment.

4. O *dear*, *what* shall we do now?
5. The man *whom* they elected president became a *defaulter*.
6. The delay has brought about a fuel *shortage*.
7. *Business* over, the delegates hung around, reluctant to leave that exciting place.
8. He will have this *property* some *day*, and the old *homestead* too.
9. I should call *him* a good *husband*.
10. There came running at top speed two *men*, *who*, as soon as they could speak, told of the disaster.
11. He jumped two *inches* from his chair.
(How far *from his chair?*)
12. There was no *one* like *her*.
13. He begged *us* to help him. (Note that *beg* is like *give*, *tell*, *ask*.)
14. The whole *class*, *you* included, have been making great progress.
15. The judge interrupted *Dearborn*, junior *counsel* for the defence.
16. The Disinherited Knight was awarded a beautiful war *horse*.
17. He asked us many *questions*, *questions* we did not like to answer. (Give syntax of supplied *which*.)
18. During the *afternoon*, we were given *prizes* for good conduct.
19. And *love*, *it* turned and ran away;
I had no power to make it stay.
20. The champion was not long in getting into stride, however, and the second and third games were *his*, *one* of them at love. — *The Sun*.
21. The *moment* he arrives where the horses are to be changed, he throws down the *reins* with something of an air and abandons the cattle to the care of the hostler, his *duty* being merely to drive from one stage to another. — IRVING, *The Stage Coach*.

22. Now, however, no *whit* anticipating the oblivion which awaited their names and feats, the champions advanced through the lists. — SCOTT, *Ivanhoe.*

23. The fifth knight alone maintained the honor of his party, and parted fairly with the Knight of St. John, *both* splintering their lances without advantage. — SCOTT, *Ivanhoe.*

24. *Me* this unchartered freedom tires.
— WORDSWORTH, *Ode to Duty.*

25. The wind *flower* and the *violet*, they perished long ago,
And the brier rose and the orchid died amid the summer glow. — BRYANT, *The Death of the Flowers.*

26. Those friends *thou* hast and their adoption tried
Grapple *them* to *thy* soul with hoops of steel.
— SHAKESPEARE, *Hamlet.*
(Supply *whom* after friends. Give syntax of *whom.*)

27. *Thou* sure and firm-set *earth*,
Hear not my steps, which *way* they walk.
— SHAKESPEARE, *Macbeth.*

28. O, pardon me, *thou* bleeding piece of earth,
That I am meek and gentle with these butchers.
— SHAKESPEARE, *Julius Cæsar.*

29. Lowliness is young ambition's *ladder.*
— SHAKESPEARE, *Julius Cæsar.*

30. When beggars die there are no *comets* seen.
— SHAKESPEARE, *Julius Cæsar.*

31. *Rome*, thou hast lost the breed of noble bloods.
— SHAKESPEARE, *Julius Cæsar.*

32. Courage, *man;* the hurt cannot be so much.
— SHAKESPEARE, *Romeo and Juliet.*

33. Out of this *nettle, danger*, we pluck this *flower, safety.*
— SHAKESPEARE, *King Henry IV, Part I.*

34. He was perfumed like a *milliner.*
— SHAKESPEARE, *King Henry IV, Part I.*

35. *Whoever* loved *that* loved not at first sight?
— MARLOWE, *Hero and Leander.*

36. And I will make *thee beds* of roses
And a thousand fragrant *posies*.
— MARLOWE, *The Passionate Shepherd to his Love*.

37. Was *this* the *face that* launched a thousand ships,
And burnt the topless towers of Ilium?
— MARLOWE, *Faustus*.

38. Why, then the world's *mine oyster*,
Which I with sword will open.
— SHAKESPEARE, *The Merry Wives of Windsor*.

39. I regard it as a *phenomenon*.

40. The miserable have no other medicine
But only *hope*. — SHAKESPEARE, *Measure for Measure*.

41. Being a real *hero*, he was modest.

42. Friends, Romans, countrymen, lend *me* your ears.
— SHAKESPEARE, *Julius Caesar*.

43. My business in this state
Made *me* a *looker-on* here in Vienna.
— SHAKESPEARE, *Measure for Measure*.

44. *What's mine* is *yours*, and what is yours is mine.
— SHAKESPEARE, *Measure for Measure*.

45. Give every *man* thine ear, but *few* thy *voice*.
— SHAKESPEARE, *Hamlet*.

46. The fashion wears out more *apparel* than the *man*.
— SHAKESPEARE, *Much Ado About Nothing*.

47. When sorrows come, they come not single *spies*,
But in battalions. — SHAKESPEARE, *Hamlet*.

48. O *shame!* where is thy *blush?* — SHAKESPEARE, *Hamlet*.

49. For where is any author in the world
Teaches such beauty *as* a woman's *eye?*
— SHAKESPEARE, *Love's Labor's Lost*.

50. God hath given *you* one *face*, and you make *yourselves* another. — SHAKESPEARE, *Hamlet*.

51. For this an eagle, a royal *eagle*, laid
Almost beyond eye-reach, on such a palm
As glitters in thy Book of Hours.
— TENNYSON, *Gareth and Lynette*.

52. O *day* and *night*, but this is wondrous strange!
— SHAKESPEARE, *Hamlet*.

53. His career as actor and motion picture *director* endeared him to all America.

54. He began the career *which* brought *him* great fame — *that* of director and film producer.

55. As a *man*, he was greatly beloved by thousands of friends and acquaintances.

56. The Adriatic was thirty-six *hours* late in making *New York*, the *Paris* twenty-four *hours*.

57. Last *week* there were *more* of those snowflakes, which John Muir called snow *flowers*.

58. The first spring flower this *year* should be worth *more* than its *weight* in gold.

59. Staten Island seemed a long *way* from the guns at Amsterdam.

60. He was shown the *kingdoms* of the earth.

61. He was called a *fanatic*.

62. The *meal* concluded, he rose slowly and departed with languid grace.

63. His visit to London showed *him* the impossibility of securing the *demands* of the radicals.

64. Back of all *that* there should be such *preparation as* would make our *statements* sound.

65. He attends the same church *as* his *ancestors*, and drops his collection into a plate a hundred *years* old.

66. O *Daniel*, *servant* of the living God, is thy *God*, *whom* thou servest continually, able to deliver *thee* from the lions? — *Bible*.

67. In the *book* there is a story about a girl *whose* chief aim in life was to make *herself* an *actress*. Such *help as* she could get from books she took, but her greatest inspiration was an old *actor*, *who*, though now fallen to a very low estate, still remembered the *technic* of his art. Every *day* she practised diligently the lessons *that* he taught *her*, only to find *herself*, in the

end, a great *comedian* instead of the tragedian of her hopes. Her *work* having been thoroughly done, however, she helped to make the *theater* a *place* of laughter rather than of tears.

I. Give the syntax of all the important nouns and pronouns in Washington Irving's "Inn Kitchen."

J. Let each pupil bring a paragraph or two from the daily papers or from magazines. The teacher may use these as exercises for the class.

III. **S.S. Errors:**

Explain the S.S. errors by giving syntax of the italicized words. Write the correct forms.

1. We did not enjoy the program as much as we had anticipated. *It* being too long.
2. They cannot understand your directions. The very little *children* and the *defectives*.
3. We could not stay long *it* was too cold.
4. There being no *one* in the cottage. Dunsey Cass found Silas's money and stole it.
5. We gave him a ten dollar raise. *Which* was what he wanted.
6. Beyond the houses I could see the river. Upon *which* a tug was pulling a barge.

IV. **Choice of Correct Word — Study:**

A. Study the following rules relating to common errors:

1. A pronoun *agrees* with its antecedent in *person*, *number*, and *gender*.

(*a*) Remember that such antecedents as *everybody*, *every one*, *each one*, *nobody*, *no one*, *anybody*, *any one*, *somebody*, *some one*, *not a man* and the like are all singular and take singular pronouns.

Every one of the boys did *his* work.

(*b*) Two singular antecedents joined by *or*, *nor*, *either — or*, *neither — nor* take a singular pronoun.

Neither John *nor* Henry finished *his* work.

(*c*) If one antecedent is singular and one is plural, or if one antecedent is feminine and one is masculine, avoid using a pronoun.

Neither John nor his friends finished *their* work. (*Not clear*)

Neither John nor his sister finished *her* work. (*Not clear*)

Neither John nor his sister finished *his* work. (*Wrong*)

Neither Mary nor her brother finished *their* work. (*Wrong*)

John did not finish his work, nor did Mary finish hers. (*Right*)

B. Review the rules in Part I, pages 14 to 15, 35 to 37.

V. Choice of Correct Word — Practice:

1. John and (I, myself) went to town yesterday.
2. Why don't you take (the both of them, both of them)?
3. (Who, whom) did you say asked for this book?
4. No one knows that better than (they, them).
5. (Who, whom) does he believe me to be?
6. (Who, whom) does he believe that I am?
7. He tried to see father and (I, me) about the insurance.
8. They paid mother and (she, her) a great compliment.
9. Don't take (anybody's else, anybody else's) word.
10. I can't stand (them, those) things any longer.
11. It was (he, him) (who, whom) we met in Venice.
12. Please walk a little (way, ways) with me.
13. The crowd (was, were) in a panic.

14. Jerry, (who, which) was looking at me with very intelligent eyes, began to paw the ground.
15. It was the baby, and not the cat, (who, which, that) spilt the milk.
16. (Who, whom) is that for?
17. Nobody can do (his, their) best, unless (he, they) (study, studies).
18. Not a man was willing to do what I asked of (him, them).
19. If any one wishes to ask a question (he, they) should do so now.
20. Neither the pupils nor their teacher (was, were) in the building.
21. Neither the pupil nor his teachers (was, were) in the building.
22. I have just bought five (dollar's, dollars', dollars) worth of books.
23. These are worth five (dollar's, dollars', dollars).
24. I can go at a (moment's, moments) notice.
25. (The leaves of the tree, the tree's leaves) are very beautiful this (fall, Fall).
26. (Her daughters-in-law's ambitions, the ambitions of her daughters-in-law) had been fulfilled.
27. (Miss Bennett, Miss Bennett's), the Latin teacher's, room is on the first floor.
28. We have some of (Allyn, Allyn's) and Bacon's publications.
29. We have some of (Ginn, Ginn's) and Macmillan's publications.
30. The (firm, firm's) going into bankruptcy has embarrassed us.
31. (Neither the boy nor the girl finished her work. The boy did not finish his work, nor the girl hers.)
32. Either your father or your mother (is, are) to be consulted.
33. Not only the engineer but also the conductor (was, were) arrested.

34. Do you think it was (she, her)?
35. I know that it was (they, them).
36. Did you see Helen and (I, me) at the movies last night?
37. Not one in that whole crowd (was, were) willing to acknowledge (his, their) fault.
38. I cannot understand (his, him) doing that.
39. The story is about a man (that, whose) people mourned him.
40. To the twins, Charles and (me, I), grandfather gave a pony.
41. The cook suspected the thief who stole the cake to be (he, him).
42. Tom is sure that he can play tennis better than (I, me),
43. The man is six (foot, feet) tall.
44. Every passenger had many friends to bid (them, him) farewell.
45. He invited those (who, whom) he knew would come.
46. There was some talk about the (president, president's) being willing to commit himself.
47. Let the president be (who, whom) he may be.
48. At last after fifteen (minutes, minutes') hard work, he opened the door.
49. They vote for the man (who, whom) they believe is endowed with certain gifts.
50. They are guilty of invading (each other's, each others') territory.

VI. Choice of Correct Word — Examination:

Choose from the words following each sentence the one that should be used to fill in the space provided:

1. The cashier asked ——— signed the check. who whom
2. ——— do you consider the most generous man? who whom
3. ——— do you predict will be our next president? who whom
4. Him ——— the gods would destroy they first make mad. who whom

5. The player ~~who~~ the captain expected to fill Mount's place was barred from the game. who whom

— *Regents Examination. January 22, 1924.*

VII. Correction of Errors:

Correct the pronoun errors in the following:

1. He was beaten so often that at last *it* caused his death.
2. We were invited to go riding, but were obliged to refuse *it.*
3. By having Saturday off *it* enables teachers to spend Sunday with their people.
4. In the poem "Thanatopsis" *it* explains the view more clearly.
5. Finally we went down to Coney Island. *They* have a great many amusements there.
6. This method was long and slow *which* by the time the farmer's products were at their destination almost half of *it* was spoiled.
7. He says just what the majority of people would like to say but are unable to express *it* forcibly.

VIII. Punctuation:

A. Study the pronoun rules on page 284.

B. Punctuate the following selection:

That being the case we decided to leave before we were ejected. We spent the morning in collecting books clothes and bags, and toward noon left for Harris our next stopping-place. When we had reached the station, Mary cried, "Helen did you bring the camera?"

"Mercy, no," replied Helen. "What shall we do kind friends?"

Anna the practical one of the quartet offered to return to 21 Allan Square and demand our property, and we let her go. I myself could not have faced the dragon in her den — or don't dragons live in dens?

For a half hour Mary Helen and I sat watching the door each slender form making us jump up with, "Oh, there she is now."

But she was not there, and at one o'clock the train having departed for Harris we started out to find our missing friend.

C. In your next composition, illustrate at least two of the punctuation rules referring to nouns.

D. Read a newspaper, a magazine, or a book for fifteen minutes. Bring to class illustrations of punctuation of nouns and pronouns. Put some of these on the blackboard; then give your clipping or your copies of the illustrations to your teacher who will file them for future use.

IX. **Oral Work**:

A. Use the oral suggestions on pages 43, 44.

B. Add to these suggestions forms that may be needed to correct local errors. For instance, in some places, pupils write and say *zinc* for *sink*, *surplus* for *surplice*, and *voice* for *verse*.

X. **Poetry**:

Note how much the intelligent reading of the following poem depends upon your knowledge of nouns and pronouns. Read the poem aloud.

A Mountain Gateway[1]

I know a vale where I would go one day,
When June comes back and all the world once more
Is glad with summer. Deep with shade it lies,
A mighty cleft in the green bosoming hills,
A cool, dim gateway to the mountains' heart.

[1] Reprinted by permission of Small, Maynard & Company.

On either side the wooded slopes come down,
Hemlock and beech and chestnut; here and there
Through the deep forest laurel spreads and gleams,
Pink-white as Daphne in her loveliness —
That still perfection from the world withdrawn,
As if the wood gods had arrested there
Immortal beauty in her breathless flight.

Far overhead against the arching blue
Gray ledges overhang from dizzy heights
Scarred by a thousand winters and untamed.
The road winds in from the broad riverlands,
Luring the happy traveler turn by turn,
Up to the lofty mountain of the sky.

And where the road runs in the valley's foot,
Through the dark woods the mountain stream comes down,
Singing and dancing all its youth away
Among the boulders and the shallow runs,
Where sunbeams pierce and mossy tree trunks hang,
Drenched all day long with murmuring sound and spray.

There, light of heart and footfree, I would go
Up to my home among the lasting hills,
And in my cabin doorway sit me down,
Companioned in that leafy solitude
By the wood ghosts of twilight and of peace.

And in that sweet seclusion I should hear,
Among the cool-leafed beeches in the dusk,
The calm-voiced thrushes at their evening hymn —
So undistraught, so rapturous, so pure,
It well might be, in wisdom and in joy,
The seraphs singing at the birth of time
The unworn ritual of eternal things.

— Bliss Carman.

ADJECTIVE

I. **Review:**

1. How are adjectives classified?
2. Give the subdivisions of each class.
3. Have all adjectives modifications?
4. What modification have adjectives like *good, true, beautiful?*
5. What modification have *this* and *that?*

II. **Comparatives and Superlatives:**

1. Write the comparatives and the superlatives of the following words:

   excellent, industrious, pretty, wise, fat, dirty, happy, desirable, placid.

2. Give the diminutive comparison of the same adjectives.
3. Adjectives like *round, square, vertical, perfect, unique* are frequently compared. Note, for instance, in the Constitution the phrase "to form a *more perfect* Union." What in the meaning of these words forbids comparison? In what sense, then, are they used when they appear in the comparative or the superlative degree?

III. **Position:**

1. In what position is each descriptive adjective in the following selections?

   (*a*) Lincoln first saw the light in a miserable hovel in Kentucky. His father was a "poor Southern

white," shiftless and improvident. His mother, in her youth handsome and bright, had grown prematurely coarse in feature. The whole household was squalid, cheerless, and utterly void of elevating inspiration.

— Adapted from CARL SCHURZ, *Abraham Lincoln.*

(*b*) 'Twas moonset at starting; but while we drew near
Lokeren, the cocks crew and twilight dawned clear;
At Boom a great yellow star came out to see;
At Düffeld, 'twas morning as plain as could be.

— BROWNING, *How They Brought the Good News from Ghent to Aix.*

(*c*) With all good cheer
He spoke and laughed, then entered with his twain
Camelot, a city of shadowy palaces
And stately, rich in emblem and the work
Of ancient kings who did their days in stone.

— TENNYSON, *Gareth and Lynette.*

2. Find a modern poem in which adjectives are used effectively in the *attributive*, *predicate*, and *appositive* positions.

IV. Classification and Syntax:

Classify and give the syntax of the italicized words:

1. She surveyed him haughtily, *speechless* with indignation.
2. We found it *convenient* to go by way of New York.
3. It made me very *happy* to learn of his kindness.
4. The captain said that the whole Atlantic had gone *mad.*
5. He made his position *clear* in July.
6. His position was made *clear* in July.
7. He found his *past* life *fatal* to his ambitions, for even his *sturdiest* supporters seemed *reluctant* to expose the party to *scathing* criticism. He did not hope to keep his record *dark;* indeed, he knew *better* than to work for the *impossible.*

8. The new outrage, by which she had provoked her fate, seemed to render further lenity *impossible*.

— HAWTHORNE, *The Gentle Boy*.

9. You cannot pump the ocean *dry*. — BURKE, *Conciliation*.

10. He (Sir Roger) is now in his *fifty-sixth* year, *cheerful*, gay, and hearty . . . there is such a *mirthful* cast in his behavior that he is rather beloved than esteemed. His tenants grow *rich*, his servants look *satisfied*, *all* the young women profess love to him, and the *young* men are glad of *his* company.

— STEELE, *The Spectator Club*.

11. The *family* apartments are in a very antiquated taste, somewhat *heavy* and often *inconvenient*, but *full* of the solemn magnificence of *former* times. John has frequently been advised to have the *old* edifice thoroughly overhauled, and to have some of the *useless* parts pulled down, and the others strengthened with their materials; but *the* old gentleman always grows *testy* on the subject. He swears the house is *an excellent* house, that it is *tight*, and *weatherproof*, and not to be shaken by tempests.

— IRVING, *John Bull*.

12. Gareth cried again,
"Follow, I lead!" So down among *the* pines
He plunged; and there, *black-shadowed* nigh the mere,
And *mid-thigh-deep* in bulrushes and reed,
Saw *six tall* men haling a *seventh* along,
A *stone* about his neck, to drown him in it.
Three with *good* blows he quieted, but *three*
Fled through the pines; and Gareth loosed the stone
From off his neck, then in the mere *beside*
Tumbled it. — TENNYSON, *Gareth and Lynette*.

V. S.S. Errors:

Correct the following S.S. errors:

1. I have made myself cheap. *Cheap* in my eyes and yours.
2. The Hudson is a majestic river. Very *wide* in some places.

3. *Anxious* for his son's safety and *eager* to make amends for his unwarranted distrust. He pushed forward, even when the guides counseled delay.
4. It turned out to be a delightful day. *Clear* and *cool.*
5. She is a remarkable woman. *Calm* even in moments of confusion. *Loyal*, she can be trusted to the limit. *Energetic, persevering, human.*

VI. Choice of Correct Word — Study:

A. Study the following rules relating to common errors:

1. The best speakers and writers do not use *than* after the adjective *different.*
2. Make *this, that, these,* and *those* agree in number with the nouns they modify. They are most often misused with the nouns *kind* and *sort.*
3. Do not overwork the adjectives *awful, funny, nice.* Look up the meaning of each.
4. *Some* is an adjective; *somewhat* is an adverb.
5. *Less* and *much* refer to quantity; *fewer* and *many* to numbers.
6. The best writers do not use *a* and *an* after *kind of, sort of,* and the like, though it is possible that *kind of a* and *sort of a* may be established as idioms. *Kind of* refers to the whole class; *a* or *an* to the individual.
7. Repeat the article before each of several nouns in the same construction if the nouns refer to different persons or different things.

   (*a*) The principal and the superintendent made several speeches. (Two men)

   (*b*) The principal and superintendent made several speeches. (One man holding two positions)

8. Repeat the article before each of several adjectives modifying a *singular* noun if the adjectives refer to different persons or things.

(*a*) The first and the second *page*.
(*b*) The first and the last *edition*.
(*c*) The first and second *pages*.
(*d*) The first and last *editions*.

9. Use the definite article to refer to a class as a whole.

The daisy is my favorite wild flower.

10. Many writers omit the article *the* as the first word of the title of a book, a magazine, a newspaper, etc., if the title is preceded by a word in the possessive case.

(*a*) This morning's "Times."
(*b*) Irving's "Sketch Book."

11. Write the following expression correctly:

Get hold of (not *a* hold).

12. Use the article before *Reverend.*

(*a*) The Reverend Mr. Wilson, or
(*b*) The Reverend Henry Wilson.

13. Use the article before *Honorable.*

The Honorable John Davis.

14. Do not use *Honorable* and *Reverend* before a surname.

Wrong: Reverend Brown preached the sermon.
Right: The Reverend John Brown preached the sermon.
Right: The Reverend Mr. Brown preached the sermon.

Right: The Reverend Father Brown preached the sermon.

Right: The Reverend Dr. Brown preached the sermon.

15. Use the word *other* to exclude a word from its class. With the comparative degree of the adjective, in order to avoid comparing a thing with itself, use *other;* with the superlative degree do *not* use *other.*

Wrong: New York is larger than any city in America.

Right: New York is *larger* than any *other* city in America.

Right: New York is the *largest* city in America.

Right: New York is the *largest* of all American cities.

16. Do not use double comparatives and double superlatives; that is, do not say *more kinder* and *most kindest.*

B. Review the rules in Part I, pages 49 to 51.

VII. **Choice of Correct Word — Practice:**

1. What do you know about (this, this here) affair?
2. Do you read (the Saturday Evening Post, "The Saturday Evening Post")?

Note: The class should make careful observations in regard to capitalizing the article in titles.

3. Each man knew exactly what was required of (him, them).
4. We waited (a, an) hour for him.
5. It is (a, an) historical novel.
6. He was (a, an) harassed man.
7. I have just finished reading the (last, latest) number of "The Bookman."

8. I can do that (quicker, more quickly) than you.
9. That was a (real, really, very) kind act.
10. Don't feel so (bad, badly) about it.
11. It is not convenient for me to go on Monday (the twenty third, the twenty-third).
12. Of these two sentences, the second is the (better, best).
13. It was a (medium size, medium sized, medium-sized) house.
14. She is an (old fashion, old-fashioned) child.
15. He looked around (awkward, awkwardly).
16. This is the (desirablest, most desirable) lot.
17. Neither man did what (he, they) (was, were) told.
18. The work is (allright, alright, all right) now.
19. This is different (from, than) that.
20. She is (kinder, more kinder) than her sister.
21. "Ivanhoe" is more interesting than (any, any other) novel we read in high school.
22. Do you know (Reverend, the Reverend) James Hunter?
23. Why don't you take (a hold of, hold of) it?
24. Have you read Wallace's ("The Prince of India," "Prince of India")?
25. It is different (than, from what) I had expected.
26. (Those, that) kind of people annoy us.
27. It is very (strange, funny) that he forgot to keep his appointment.
28. He is (some, somewhat) better than he was last week.
29. We have (less, fewer) flowers this year than last.
30. Please answer the first and (second, the second) question.
31. Please answer the first and (second, the second) questions.
32. (A, the) rose is the queen of flowers.
33. Mr. Bothwell is the superintendent and (principal, the principal).
34. What (kind of, kind of a) man is he?

35. Our team is stronger than (any, any other) team in the county.
36. His (past, passed) life was fatal to his ambition.
37. This specimen is (unique, more unique than that).
38. (He died on the tenth of July). His (last, latest) words were full of hope and cheer.
39. The Executive, the Legislative, and the Judicial (branch, branches) will be represented at the game.
40. The Executive, Legislative, and Judicial (branch, branches) will be represented at the game.
41. This milk smells (sour, sourly).
42. She did the work (good, well).
43. It will be more convenient for each man to take (his, their) own supplies.
44. Will it be (all right, alright) for me to take (this, this here) ball?
45. I never trust (those, that) kind of (man, men).
46. It seems (awful, awfully, very) (funny, strange) that he should desert now.
47. We have (less, fewer) potatoes than we had last year.
48. How do you like that (kind of a, kind of) book?
49. I saw your advertisement in last (nights, night's) ("The World," "World").
50. We have invited (Honorable, the Honorable) Judge Palmer to address us.
51. He is the greatest of (all, all other) baseball pitchers.
52. Of the two shades I prefer the (darkest, darker).
53. Leaders in the civic and (social, the social) life of the (capital, Capitol) will attend the games.
54. He is in a (similar, similiar) position.

VIII. **Punctuation**:

A. Study adjective rules on pages 284, 285.

B. Use the comma in the following sentences wherever it is needed. Give the rule for each comma.

1. He is interested in all phases of life civic military and industrial.
2. The reason why quiet inoffensive right-dealing men often have many enemies is that the upright deportment and conduct of such men is a standing reproach to vulgar inconsiderate men. — W. P. in *The Sun.*
3. He is bigger than the Washington monument broader than the Potomac River and stauncher than the Treasury Building. — *New York Times.*
4. The door accordingly was opened and the hermit a large strong-built man in his sackcloth gown and hood stood before the knight. He had in one hand a lighted torch or link and in the other a baton of crabtree so thick and heavy that it might well be termed a club. Two large shaggy dogs half greyhound half mastiff stood ready to rush upon the traveler as soon as the door should be opened.

— SCOTT, *Ivanhoe.*

C. Give reasons for commas that cut off or separate adjectives in the exercise on page 155, III, 1, (*a*).

D. Read a newspaper, a magazine, or a book for fifteen minutes. Bring to class illustrations of punctuation of adjectives. Put some of these on the blackboard; then give your clippings or your copies of the illustrations to your teacher, who will file them for future use.

E. In your next composition illustrate at least two of the punctuation rules referring to adjectives.

IX. **Oral Work:**

1. Practice the oral forms on page 55.
2. Add forms that may be needed to correct local errors. For instance, many pupils living near New York speak and write *elevator* when they mean *elevated.*

They say, "I went up town on the elevator" instead of saying, "I went up town on the *elevated*."

In the same locality people often say *possible* when they mean *necessary*."

X. **Poetry**:

Select a piece of modern poetry to note how carefully the author uses his adjectives. We suggest Charles Hanson Towne's "The Best Road of All" or Amy Lowell's "The Garden by Moonlight."

VERB[1]

I. Review:

1. Classify verbs according to form.
2. Classify verbs according to meaning.
3. May a verb be transitive in some senses and intransitive in others? Give illustrations.
4. What are the modifications of a transitive verb? of an intransitive verb?
5. Study the principal parts of verbs on pages 269 to 274.

II. Voice:

1. A study of voice — a modification of transitive verbs that shows whether the subject is *acting* or *being acted upon.*

(*a*) Active — subject names the actor or doer.

(*b*) Passive — subject names the receiver of the action.

Formation of passive — auxiliary *be* or *am* + the past participle of the verb.

Present	*be* or *am* + past participle.
Past	*was* or *were* + past participle.
Future	*shall be* or *will be* + past participle.
Present perfect	*have been* or *has been* + past participle.
Past perfect	*had been* + past participle.
Future perfect	*shall have been* or *will have been* + past participle.

(*c*) Remember that passive verbs are transitive.

(*d*) For the most part use the active voice. Use the passive voice only when you wish to call

[1] Complete conjugation tables will be found on pages 274 to 281.

attention to the receiver of the action or when you wish to ignore the actor or doer.

1. The general commended the soldiers for their bravery.
2. The soldiers were commended for their bravery.

(*e*) In *I was delighted*, *delighted* is the attribute complement (predicate adjective) of *was*. In *I was delighted by his performance*, *was delighted* is the passive verb. Think of similar constructions with words like *annoyed*, *disappointed*, *fatigued*, *interested*, *irritated*, *pleased*, etc.

2. State whether the verbs in the following selection are active or passive:

Crossing himself, as he viewed the dark mass of rolling waters (the Dead Sea), in color as in quality unlike those of any other lake, the traveler shuddered as he remembered that beneath these sluggish waves lay the once proud cities of the plain, whose grave was dug by the thunder of the heavens, or the eruption of subterraneous fire, and whose remains were hid, even by that sea which holds no living fish in its bosom, bears no skiff on its surface, and, as if its own dreadful bed were the only fit receptacle for its sullen waters, sends not, like other lakes, a tribute to the ocean. The whole land around, as in the days of Moses, was "brimstone and salt; it is not sown, nor beareth, nor any grass groweth thereon." The land as well as the lake might be termed dead, as producing nothing having resemblance to vegetation, and even the very air was entirely devoid of its ordinary winged inhabitants, deterred probably by the odor of bitumen and sulphur which the burning sun exhaled from the waters of the lake in steaming clouds, frequently assuming the appearance of waterspouts. Masses of the slimy and sulphureous substance called naphtha, which floated idly on the sluggish and sullen waves, supplied those rolling clouds with new vapors, and afforded awful testimony to the truth of the Mosaic history. — Scott, *The Talisman*.

3. State whether the verbs in the selection given in 2 are *transitive*, *intransitive*, or *copulative*.
4. What are the essential elements in the following passive forms:

   had been found, was given, will be seen, should have been taught, may have been laid?

5. Make the following forms and use them in sentences; present perfect passive of *see;* past perfect passive of *shake;* present passive of *beat;* future passive of *write;* past passive of *learn*.
6. Write four sentences with *lay* in the passive voice. Why cannot *lie* (to recline or rest) be used in the passive? What, then, is true of any intransitive verb?
7. In the following sentences change the verb to the passive voice. Make other necessary changes. Describe the changes.

   (*a*) His family shared his fate.
   (*b*) Book-worms relish the merits of these old books.
   (*c*) The speaker quoted a passage from *Job*.
   (*d*) Uncle Thomas made the boys very happy.
   (*e*) The club made Helen treasurer.
   (*f*) We asked Tom the wrong question. (Change in two ways.)
   (*g*) They gave us three guesses. (Change in two ways.)

8. Write a paragraph of 125 words, describing the view which you see from a window. Do not use the passive voice. Avoid *can be seen, is seen, are seen*, etc.

9. In which of the following sentences are the past participles forms of the verb, and in which are they attribute complements?

(*a*) He was frankly disappointed.
(*b*) He was disappointed with the report.
(*c*) His lower limbs were sheathed, like his body, in flexible mail. — SCOTT, *The Talisman.*
(*d*) He was highly esteemed in the community.
(*e*) A coat of linked mail, with long sleeves, plated gauntlets, and a steel breastplate, had not been esteemed a sufficient weight of armor.
— SCOTT, *The Talisman.*
(*f*) Numbers, indeed, of the Western warriors who hurried to Palestine died ere they became inured to the burning climate.
— SCOTT, *The Talisman.*
(*g*) United we stand; divided we fall.
(*h*) They had been united by the long struggle.
(*i*) This was of little consequence to the Crusader, who was accustomed to consider his good sword as his safest guide.
— SCOTT, *The Talisman.*

10. Pick out all the auxiliaries in the selection on page 166.

III. **Mood:**

A. A study of mood — a modification that shows the *manner* of the asserting:

1. Indicative — the mood that states a fact or asks a question about a fact.
2. Subjunctive — the mood of contingency, not of fact.
3. Potential — the mood used to express possibility,

liberty, power, by the use of the modal auxiliaries *may, can, must, might, could, would, should.*

4. Imperative — the mood of command, entreaty, advice, exhortation.

B. A study of the indicative mood:

Use the indicative mood:

1. In statements:

He *is* a good man.

2. In questions:

Is he a good man?

3. In true conditions:

If he *likes* me, why does he treat me discourteously?

4. In uncertain conditions (modern usage):

If it *is* clear to-morrow, we shall go to the city.

C. A study of the subjunctive mood:

Use the subjunctive mood:

1. In wishes and prayers:

(*a*) I wish I *were* at home.
(*b*) Would that I *had been* there.
(*c*) God *be* with you.
(*d*) God *bless* our native land.

2. In untrue conditions:

(*a*) If I *were* you, I would go.
(*b*) If I *had been* at home, I should have seen him.

3. In uncertain conditions, use the subjunctive or the indicative. In modern usage the indicative is the more common.

(*a*) If there *be* any in this assembly, any dear friend of Cæsar's, to him I say that Brutus' love to Cæsar was no less than his.

— SHAKESPEARE, *Julius Cæsar.*

(*b*) If there *is* any one here who doubts me, let him speak now.

4. In a concession regarded as a supposition:

Though he *slay* me, yet will I trust him.

5. After *as if*, *as though*, and *lest:*

(*a*) He walks as if he *were* ill.
(*b*) He acts as though he *were* in a daze.
(*c*) Help him lest he *fall.*

6. After verbs of commanding, demanding, and the like:

He insists that his brother *go* at once.

D. A study of potential mood:

1. *May* and *might* express the following:

(*a*) Wish — May you be happy.
(*b*) Purpose — He studies that he may learn.
(*c*) Permission — May I leave the room?
(*d*) Possibility — We may go to-morrow.

2. *Can* and *could* express power or ability.

3. *Must* expresses obligation (am obliged, is obliged, are obliged) or necessity.

4. *Would* and *should* are past tenses of *will* and *shall.*

E. A study of imperative mood:

1. In the imperative mood, the subject is seldom expressed. When it *is* expressed it stands after the verb.

(*a*) Please come here.
(*b*) Go *thou* and do likewise.
(*c*) Bear *ye* one another's burdens.

F. Fill in the blanks of the following with the correct form of the verb *to be*, and explain why you choose the indicative or the subjunctive mood. For subjunctive forms of *be* or *am* see page 275.

1. If we —— in the South, we should understand the problem.
2. He felt as if he —— unwelcome.
3. If he —— here, he would have hunted me up.
4. If he —— here, he will hunt me up.
5. Though I —— in the house, I felt afraid.
6. Though he —— my friend, I would not trust him in this delicate situation.
7. I wish she —— at home again.
8. He looked as if he —— thoroughly ashamed of himself.
9. If he —— a radical, he will not vote for a conservative candidate.
10. They insisted that the man —— searched.
11. Help us lest we —— defeated.
12. If he —— my friend, he will help me.
13. If he —— my friend, he would help me.
14. Would that I —— dead!
15. He demands that they —— held for trial.

G. Explain the mood of the verb in the following:

1. Heaven help me.
2. God bless you.
3. God go with you.
4. Heaven's mother send us grace.

— Coleridge, *The Ancient Mariner.*

H. Why did Shakespeare use the following subjunctives?

1. But, if it *be* a sin to covet honor,
   I am the most offending soul alive.
2. If your mind *dislike* anything, obey it.
3. If music *be* the food of love, play on.

I. In the following sentences use *may*, *might*, *can*, *could*, and explain what each form expresses:

1. —— he never come to want.
2. He asked whether he —— interview us to-morrow.
3. He asks whether he —— interview us to-morrow.
4. At last I —— earn my living.
5. How —— you ask that?
6. —— I go at one?
7. He inquired whether he —— go at one.
8. From the Tor we —— see up and down the river.
9. We —— go to Europe in the fall.
10. We —— not thank you enough.
11. We exercise so that we —— keep the body in good condition.
12. Last night I —— not see the sense of his answer.

J. Give the syntax of the italicized nouns and pronouns:

1. Know *ye* that the *Lord*, he is *God*. — *Bible*.
2. Be *thou* familiar, but by no means vulgar.

— SHAKESPEARE.

K. Give the mood of *know* and *be* in the preceding sentences.

IV. **Tense**:

A. A study of tense — a modification that denotes the time of the action or condition:

1. Indicative mood — six tenses (See conjugation, page 277):

(*a*) Present tense.

1. Present tense denotes present time.
2. Present tense denotes future time.

We *sail* for Europe next week.

3. Present tense denotes what is true at all times.

He asked how far it *is* from Albany to New York.

(*b*) Past tense denotes past time.

(*c*) Future tense denotes future time.

(*d*) Present perfect tense denotes that action or condition is complete at the present time. This tense is often called simply "perfect."

1. I *have* just *written* a letter.
2. I *have lived* here for six years.

Note: In English, we use the present perfect tense in this sentence, because while the *living* may not be complete at the moment of speaking, the *living for six years* is complete. Compare with French and Spanish constructions.

(*e*) Past perfect tense denotes that the action or condition was complete at some past time.

Silas Marner remembered that he *had lent* his knife to William Dane. (The lending occurred before the remembering.)

(*f*) The future perfect denotes that action or condition will be complete in the future.

We *shall have seen* him before then.

2. Subjunctive mood — four tenses (See conjugation, page 278):

(*a*) Present tense denotes present or future time.

1. If it *be* true, we can proceed.
2. If it *rain* to-morrow, we shall be delayed.
3. God *be* with you.

(*b*) Past tense denotes present time.

If my friend *were* here (now), he would help us.

(*c*) Present perfect tense — seldom used.

(*d*) Past perfect tense denotes simple past time.

If my friend *had been* with us, he would have helped us.

3. Potential mood — four tenses with *may* or *can*, two tenses with *must* or *should* or *would* (See page 279).
4. Imperative mood — one tense (See page 278):

B. Formation:

1. How do you find the present tense of any verb?
2. How do you find the past tense of any verb?
3. How do you make the future indicative active?
4. How do you make the perfect indicative active?
5. How do you make the past perfect indicative active?
6. How do you make the future perfect indicative active?
7. How do you make the perfect indicative passive?
8. How do you make the future indicative passive?

C. Explain why the tense of each of the italicized verbs is correct:

1. I *have lived* here since 1890.
2. If we *had found* it, we should have given it to you.
3. We *go* next Wednesday.
4. Macbeth *knew* that the witches *had deceived* him.
5. If my sister *were* here, she would explain the matter.
6. When we *arrived*, he *had been* there ten minutes.
7. If he *had been* there, we should have been more successful.
8. *Have* you *read* Amy Lowell's "Patterns"?
9. I *have seen* him once since last April.
10. *Have* you *made* your dress yet? No, I *haven't made* it yet. (See page 199, 9.)

V. Sequence of Tenses:

A. A study of sequence of tenses:

1. The verbs of a *compound* sentence or of a *compound* predicate (or the verbs in whole themes)

should be consistent. Many pupils jump from one tense to another — especially from past to present or from present to past — without any reason for the change.

Wrong: He *walked* to the window, and *calls* to some one below.

Right: He *walked* to the window, and *called* to some one below.

2. Ordinarily in *complex* sentences a past or a past perfect tense should be followed by a past or a past perfect.

(*a*) Note, however, the following exceptions. Explain each exception.

1. The teacher *told* us that water *is composed* of oxygen and hydrogen.
2. He *replied*, "You *will be* sorry."
   "You *are* just in time," he *ejaculated*.
3. Mary *played* better last night than she *will* ever *play* again.

(*b*) Note in the following that a past tense is followed by a past tense, and that a past perfect is followed by a past perfect.

1. If I *were* you, I *would go*.
2. If I *had been* in your place, I *would have gone*.

3. The present infinitive (or participle or gerund) implies that the time of the infinitive (or participle or gerund) coincides with or follows the time of the main verb.

I intended *to see* him yesterday.

4. The perfect infinitive (or participle or gerund) implies that the time of the infinitive (or participle or gerund) precedes the time of the main verb.

He is said *to have been* a great general.

B. Explain, from the standpoint of sequence of tenses, why the italicized verb or verbal is correct:

1. He declared that he *had* not *seen* her.
2. He declared, "I *have* not *seen* her."
3. If I were at home, I *would write* the letter.
4. I would write the letter if I *were* at home.
5. If he had been guilty, he *would have been punished.*
6. He would have been punished if he *had been* guilty.
7. He studied harder last year than he *studies* this year.
8. He asked us how far it *is* from Washington to New York.
9. I meant *to speak* to him about that last week.
10. I believe him *to have been* guilty.
11. He says that he *will* not *pay* the pledge.
12. He said that he *would* not *pay* the pledge.

C. What tense errors do you find in the following paragraphs?

1. He rose quickly from the bench and steps forward. Every one sees him now, and every one gasps. The silence was unbearable. We could almost hear our hearts beat. Quite suddenly a shade flaps, and then just as suddenly Jim spoke. He was very pale, but his voice was steady. There was an air of pride about him that belied the story we had all heard. He tells his tale through to the end, but long before he finishes we feel our old confidence in him stirring, and we know that we can once more make him our friend and our leader.

2. Silas Marner suddenly remembered that he lent his knife to William Dane. Then he understands the situation. He leaves Lantern Yard and goes to Raveloe. He became a miser, and hated both God and man. Finally his money was stolen by Dunsey Cass, and he mourns for his lost coins. Later on a little child comes to him to bless his life. At the end he went back to Lantern Yard to prove that he did not steal the church money.

VI. Shall and Will:

A. A study of *shall* and *will*:

Note: In the United States even educated people do not use *shall* and *will* accurately. The starred forms are those which pupils should practice especially.

1. In *declarative* sentences to express *futurity:*

* *shall* (first person, singular and plural)
will (second person, singular and plural)
will (third person, singular and plural)

2. In *declarative* sentences to express the speaker's *determination* (willingness, promise, resolution) or to express a *command* or *threat:*

will (first person)
shall (second person)
shall (third person)

Note: In prophecies *shall* is used in the second and third persons.

Note: To soften a command *will* is used in the second and third persons.

3. In *direct questions* to express *futurity:*

* *shall* (first person)
shall (second person)
will (third person)

4. In *direct questions* to express *willingness, determination,* etc.:

—— (first person)
will (second person)
shall (third person)

Note: Will in the first person of a direct question (Will I? Will we?) may be used only when the question is the repetition of a question previously put to the speaker, or of a statement made to the speaker.

(*a*) "Will you help me?"
"Will I help you? Of course, I will."

(*b*) "You will help us, I know."
"I will, will I?"

Note: 3 and 4 are often presented as follows: In direct questions use *shall* in the first person; use *shall* or *will* in the second and third persons according to the answer expected.

Question: How old *shall you* be your next birthday?
Answer: I *shall* be fifteen.
Question: *Will you* help me with this problem?
Answer: I *will* help you with the problem.
Question: *Will he* be satisfied?
Answer: He *will* be satisfied.
Question: *Shall he* be allowed to go free?
Answer: He *shall* not be allowed to go free.

5. In indirect discourse retain the *shall* or the *will* of the original statement except when the retention leads to the use of *I will* or *I would* for futurity. For proper sequence, change *shall* when necessary to *should; will* to *would.*

(*a*) My sister says, "I *shall* probably need help."
My sister says that she *shall* probably need help.
My sister said that she *should* probably need help.

(*b*) She says, "I *will* not accept your apology."
She says that she *will* not accept my apology.
She said that she *would* not accept my apology.

(*c*) The officer says, "The offender *shall* suffer for this."
The officer says that the offender *shall* suffer for this.
The officer said that offender *should* suffer for this.

(*d*) My mother says, "You *will* be tired."
My mother declares that I *shall* be tired.
My mother declared that I *should* be tired.

6. In clauses of *condition* (if, unless) to express *willingness* on the part of the *subject:*

will (first person)
will (second person)
will (third person)

B. In the following sentences supply *shall* or *will*, and give the reason for your choice:

1. We —— probably do that work to-morrow.
2. I —— not be able to help you in the morning.
3. When —— you come for me?
4. I —— not go now, no matter what inducement they offer.
5. You —— report, sir, at nine o'clock.
6. If you —— study, you —— succeed.
7. —— we discuss the matter now, or wait until to-morrow?
8. —— you be able to come in the morning?
9. How —— he take the news?
10. He says that he —— not consider the proposition under any circumstances.
11. He says that he —— probably return next week.
12. —— I study the quotation for to-morrow?
13. We —— be greatly obliged if you —— attend to the matter.
14. A curse —— light upon the limbs of men;
Domestic fury and fierce civil strife
—— cumber all the parts of Italy. — SHAKESPEARE.

15. She says that I —— in all probability win the prize.
16. I —— be sorry to have you leave us.
17. He —— probably meet you to-morrow.

VII. **Should and would:**

A. A study of *should* and *would:*

1. In *declarative* sentences to express *futurity:*

   Same as *shall* and *will.* (*See* VI A. 1.)

2. In *declarative* sentences to express the speaker's *determination* or to express a *command* or *threat:*

   Same as *shall* and *will.* (*See* VI A. 2.)

3. In *direct questions* to express *futurity:*

   Same as *shall* and *will.* (*See* VI A. 3.)

4. In *direct questions* to express *willingness, determination,* etc.:

   Same as *shall* and *will.* (*See* VI A. 4.)

5. In *indirect discourse:* (*See* VI A. 5.)
6. In clauses of *condition* to express *willingness* on the part of the *subject:*

   Same as *shall* and *will.* (*See* VI A. 6.)

7. In clauses of *condition* (if, unless) to express *futurity:*

   should (first person)
   should (second person)
   should (third person)

   If you *should* see him, please give him this letter.

8. When *should* means *ought:*

   should (first person)
   should (second person)
   should (third person)

   We *should* do our work now.

9. When *would* expresses *customary* action:

would (first person)
would (second person)
would (third person)

(*a*) He *would* appear regularly at nine o'clock.
(*b*) They *would* tell stories by the hour.

B. In the following sentences supply *should* or *would* and give the reasons for your choice:

1. He —— like to have an interview to-morrow at nine.
2. I —— like to see you at ten.
3. You —— be able to do the work, if you —— review your French.
4. I —— be able to help him if he —— try to help himself.
5. We —— be sorry to see him fail.
6. —— you be sorry to see us fail?
7. They —— be sorry to see you fail.
8. If they had been on time, they —— have made a big deal.
9. If he —— come, please tell him that I —— be back at ten.
10. What —— you do if you were asked to join the club?
11. If that were the case, I —— dismiss him at once.
12. If that were the case, I —— be obliged to dismiss him.
13. We —— like to see the home team win.
14. He announced that he —— not assume the consequences.
15. I told him that I —— be unable to go.
16. Every day he —— think up some new mischief.
17. You —— do your duty, no matter what it costs you.
18. He felt that he —— be rewarded.
19. He said that I —— be rewarded.
20. They said that we —— make a fair profit on the investment.
21. It —— have been ridiculous, if it had not been sad.

VIII. **Sequence of Tenses:**

1. If we (did not have, had not had) a good president during the war, we might have been defeated.
2. If you (saw, had seen) him, you would have been surprised.
3. If he were working, he (would be, would have been) able to go.
4. If he had been working, he (would be, would have been) able to go.
5. Had I seen him, I (would congratulate, would have congratulated) him.

IX. **Verbals:**

Verbals — *participles*, *gerunds*, *infinitives* — are derived from verbs, but are not used as verbs (except, of course, with auxiliaries to make verb phrases — am *going*, is *seen*).

X. **Participle (first verbal):**

A. Participle — a word derived from a verb and used as an *adjective*.

1. Forms of the participle:

	Present	*Past*	*Perfect*
Active	seeing	——	having seen
Progressive	——	——	having been seeing
Passive	being seen	seen	having been seen

Note: The past participle is the only passive in English without the auxiliary *be* or *am*.

2. Uses of the participle:

(*a*) Modifier of noun or pronoun

1. The boy, *having finished* his lesson, went home.
2. *Having finished* his lesson, he went home.

(*b*) Attribute complement (predicate adjective)

1. He sat *grinning*.
2. In *He sat there for a long time, grinning cheerfully*, *grinning* modifies *he*.

(*c*) Objective complement

We heard the boys *whistling*.

(*d*) Substantive

He was among the *missing* (the exiled).

(*e*) Modifier of noun or pronoun in the absolute construction

1. The storm *having broken*, we fled to the hills.
2. He sat in the corner, his head *bowed* with grief.

3. Participles, being derived from verbs, may be followed by the same constructions as verbs. They may have complements and adverb modifiers.
4. Many participles have become pure adjectives — the *shining* sun, an *interesting* book, a *pleasing* smile.

B. How many participles has a transitive verb? How many has an intransitive verb? What participles does an intransitive verb lack?

C. Write all the participles of:

lie, lay, sit, set, burst, carry, study.

D. Give the syntax of all participles in the following sentences:

1. We felt the ground slipping from under our feet.
2. Woe to the vanquished.
3. We found him sitting by himself, watching the games with amused eyes.
4. She remained standing after the others had taken their seats.
5. Having found the place, he went to work.
6. His fame having been noised abroad, he received many gifts and honors.
7. Columbus, believing that the earth was round, planned a voyage westward.

8. His chance having at last come, he made a brilliant speech.
9. This done, he felt better satisfied.
10. He was much pleased at the turn of events.
11. The country is divided into classes and parties, each striving for its own advantage.
12. There being no danger, we returned to the mine.
13. The boy came running at top speed.
14. Viola, dressed as a page, served the duke.
15. The slain lay in ghastly heaps.
16. I found him seated at his desk, his eyes fixed upon the document.
17. Being without the means of rapid travel employed to-day, the people of colonial times suffered great inconvenience.
18. Near him sat a man wearing a high hat.
19. Give unto me, made lowly wise,
The spirit of self-sacrifice.
— WORDSWORTH, *Ode to Duty*.
20. Ichabod sat enthroned on a lofty stool.
— IRVING, *The Legend of Sleepy Hollow*.
21. I found myself in an old hall, the roof supported by massive joists.
— IRVING, *The Mutability of Literature*.
22. He stood dozing by the roadside, little dreaming of the bustling times awaiting him.
— IRVING, *The Stage Coach*.
23. The next morning the old horse was found cropping the grass at his master's gate.
— IRVING, *The Legend of Sleepy Hollow*.
24. How much has each of these books now thrust aside, cost some aching head.
— IRVING, *The Mutability of Literature*.
25. It is this that has made the reputation built upon English literature so fleeting.
— IRVING, *The Mutability of Literature*.

26. This serenity might be owing to my own frame of mind. — IRVING, *The Stage Coach.*

27. Another blizzard was reported moving up the coast from Hatteras.

28. We found him pining for the scenes of his childhood.

29. We saw the train pulling out of the station.

30. His books and the furniture of the schoolhouse belonged to the community excepting Cotton Mather's "History of Witchcraft"; in which was a sheet of foolscap much scribbled and blotted by attempts to make a copy of verses.

— IRVING, *The Legend of Sleepy Hollow.*

31. I found myself in a spacious chamber, surrounded with great cases of venerable books.

— IRVING, *The Art of Book-Making.*

32. My curiosity being now fully aroused, I whispered to one of the familiars as he was about to leave the room.

— IRVING, *The Art of Book-Making.*

33. He made more stir and show of business than any of the others, dipping into various books, fluttering over the leaves of manuscripts, taking a morsel out of one, a morsel out of another, "line upon line, precept upon precept, here a little and there a little."

— IRVING, *The Art of Book-Making.*

34. A bruised reed shall he not break, and the smoking flax shall he not quench. — ISAIAH. XLII. 3.

35. It is a little village of great antiquity, having been founded by some of the Dutch colonists.

— IRVING, *Rip Van Winkle.*

36. His economy is a whimsical kind, its chief object being to devise how he may afford to be extravagant.

— IRVING, *John Bull.*

37. He had been angling all day, and gave me a history of his sport, . . . being particularly animated in relating the manner in which he had taken a large trout.

— IRVING, *The Angler.*

38. The whole tenor of his life was quiet and inoffensive, being principally passed about the neighboring streams. — IRVING, *The Angler*.

39. All became discord and confusion; each shifted for himself, and got to the end . . . as soon as he could, excepting one old chorister in a pair of horn spectacles bestriding and pinching a long sonorous nose, who happened to stand a little apart, and being wrapped up in his own melody kept on a quavering course, wriggling his head, ogling his book, and winding all up by a nasal solo of at least three bars' duration.
— IRVING, *Christmas Day*.

XI. Gerund (second verbal):

A. Gerund — a word derived from a verb and used as a *noun*. (A gerund may be distinguished from a participle only by its use.)

1. Forms of the gerund:

	Present	*Perfect*
Active	seeing	having seen
Passive	being seen	having been seen

2. Uses of the gerund:

(*a*) Subject of verb

Playing golf is delightful. (What is delightful?)

(*b*) Object complement

I enjoy *playing* golf.

(*c*) Attribute complement (predicate nominative)

His favorite recreation is *playing* golf.

(*d*) Object of preposition

He is fond of *playing* golf.

(*e*) Adverbial objective

What is worth *doing* at all is worth *doing* well.

(*f*) Appositive

His work, *teaching* defectives, is hard but interesting.

(*g*) Adjective

1. This is a *drinking* cup (a cup for *drinking*).
2. In "He is a *drinking* man," *drinking* is a participle (a man who drinks).

3. Gerunds, being derived from verbs, may have complements and adverbial modifiers.

(*a*) He enjoys studying *French.*
(*b*) Its being *I* makes no difference.
(*c*) Their making *me captain* was a great surprise.
(*d*) You will find giving *him* an increase in pay worth while.
(*e*) Walking five *miles* a *day* is good exercise.
(*f*) Walking *in the country* is more delightful than walking *in the city.*
(*g*) Walking too *fast* is not good for me.

4. Many gerunds have become ordinary nouns.

Reading is taught in the grades.

B. Write all the gerunds of:

break, sing, write, shake, see, marry, hope, hop.

C. Give the syntax of all participles and gerunds in the following:

1. These industrial expositions accelerate the march of progress by educating the millions of people who visit them, showing them what has been accomplished.
2. Will you tell me whether this book is worth reading?
3. We have bought a new carving knife.
4. His energetic action, demanding the punishment of rich and important lawbreakers, has done much to restore confidence in the party.

5. His chief diversion was taking long walks.
6. I do not enjoy working too hard and too long.
7. Hearing music over the radio is often delightful.
8. That picture is worth seeing again.
9. His plan, dividing the working day into definite periods, sounds reasonable.
10. Making him referee was the only way out of the difficulty.
11. I can't stand watching him.
12. It was not like being asked to do really hard work. (like *to* or *unto* being asked)
13. There was no getting away from the fact that she was growing older.
14. Books were flung aside without being put away on the shelves. — IRVING, *The Legend of Sleepy Hollow.*
15. By being stored away, you are like the treasured remains of those saints and monarchs which lie enshrined in the adjoining chapels; while the remains of ordinary mortals left to the ordinary course of nature have long since turned to dust.
— IRVING, *The Mutability of Literature.*
16. His small legs seemed still smaller from being planted in large shoes, decorated with enormous buckles.
— IRVING, *Christmas Day.*
17. On reaching the church porch we found the parson rebuking the gray-headed sexton for having used mistletoe among the green with which the church was decorated. It was, he observed, an unholy plant, profaned by having been used by the Druids in their mystic ceremonies.— IRVING, *Christmas Day.*

D. Give the syntax of all italicized words:

The dominant *spirit, however, that* haunts this enchanted region and seems to be *commander-in-chief* of all the powers of the air, is the *apparition* of a figure on horseback *without* a head. It is said by some to be the ghost of a Hessian trooper *whose* head had been

carried away by a cannon ball in some nameless battle *during* the Revolutionary war, and *who* is ever and anon *seen* by the country folk *hurrying* along in the gloom of the night, as if on the wings of the wind. His haunts are not confined to the valley, but extend at times to the adjacent roads, and *especially* to the vicinity of a church at no great distance. Indeed, *certain* of the most authentic historians of those parts, *who* have been *careful* in *collecting* and *collating* the *floating facts concerning* this spectre, allege *that* the *body* of the trooper *having been buried* in the churchyard, the ghost rides forth *to* the scene of battle in nightly quest of his head; *and* that the *rushing* speed *with* which he sometimes passes along the Hollow, *like* a midnight blast, is *owing* to his *being belated* and in a hurry to get back to the churchyard before daybreak.

— IRVING, *The Legend of Sleepy Hollow.*

XII. **Infinitive (third verbal):**

A. Infinitive — a word derived from a verb and used as a noun. It is usually preceded by the preposition *to*, which is called its sign. Some of our most authoritative writers regard the infinitive as a noun even when it appears to be an adjective or an adverb.

1. Forms of the infinitive:

	Present	*Perfect*
Active	to see	to have seen
Progressive	to be seeing	to have been seeing
Passive	to be seen	to have been seen

2. Uses of the infinitive:

(*a*) Subject of verb

To do that would require courage.

(*b*) Attribute complement (predicate nominative, predicate adjective)

1. To see is *to believe.*
2. He seemed *to like* it.

(*c*) Object complement

1. I like *to study.*
2. He had *to work.*
3. He used *to sing.*
4. You ought *to go.*
5. I had rather *eat* than *sleep.* (I hold *eating* better than I hold *sleeping.*) *To eat* is object of *had*; *rather* is objective complement of *had.*

(*d*) Object complement following indirect object

1. I told him *to go.*
2. I asked him *to return.*
3. We ordered him *to leave.*
4. He advised me *to save.*

Note: After the active of verbs like *give, tell, ask, order, advise* expect first an indirect and then a direct object.

(*e*) Retained object after a passive verb

1. He was told *to go.*
2. He was asked *to return.*
3. He was ordered *to leave.*
4. I was advised *to save.*

Note: After the passive of verbs like *give, tell, ask, order, advise* expect a retained object.

(*f*) Objective complement following a direct object

1. I made him *go.*
2. We appoint you *to act* as a committee of one.
3. I saw him *jump.*
4. They heard us *scream.*

Note: After verbs like *make, choose, elect, appoint, see, hear* we frequently have object complements followed by objective complements (see page 11).

(*g*) Attribute complement after a passive verb

1. He was made *to go.*
2. You are appointed *to act.*
3. He was seen *to jump.*
4. We were heard *to scream.*
5. We were obliged *to stay.*
6. We were forced *to stay.*

Note: After the passive of verbs like *make, choose, elect, appoint, see, hear* we often have attribute complements.

Note: Note that an understanding of (*e*) and (*g*) will clear up almost all difficulties in regard to infinitives after passive verbs.

(*h*) Appositive

It was kind of him *to remember* us.

(*i*) Object of preposition

1. He does nothing but *loaf* (except *to loaf*).
2. He was about *to reply.*

(*j*) Modifier of noun

1. Every examiner should look for evidence of the pupil's ability *to think.*
2. It is time *to stop.*

(*k*) Modifier of verb

1. He goes to night school *to learn* shorthand and typewriting.
2. He is going to the city *to work.*

(*l*) Modifier of adjective

1. He is glad *to rest.*
2. He was sorry *to leave.*
3. That is sure *to happen.*
4. I am ready *to serve* you.

Note: When an infinitive follows a predicate adjective, it modifies the adjective if it (the infinitive) is not in apposition with the expletive *it*.

1. This apple is good *to eat*. (*To eat* modifies good.)
2. It is good *to have* friends. (*To have* is in apposition with the expletive *it*.)

(*m*) Modifier of adverbs *too* and *enough*

1. He is too tired *to study*.
2. He is not rested enough *to study*.

(*n*) Independent constructions

1. *To tell* the truth, I'm tired of the whole thing.
2. *To make* a long story short, we finally reached our destination and reported our experiences to the captain.

3. Infinitives, being derived from verbs, may have complements and adverb modifiers.

B. Write all the infinitives of:

hurt, come, study, run, find.

C. Give the syntax of all infinitives in the following:

1. You ought to go.
2. Give me your promise to return.
3. Try to remember my address.
4. It gives me delight to smell the salt air.
5. He was seen to be a tall man.
6. It would have been hard to do that.
7. I intended to finish my work an hour ago.
8. It is a characteristic he is likely to display.
9. We told him to go at once.
10. He was told to go at once.
11. They obliged her to repeat the story.
12. She was obliged to repeat the story.
13. My mother asked me to match this sample.
14. I was asked to match this sample.

15. The teacher forced him to apologize.
16. He was forced to apologize.
17. To tell the truth, we have very little money left.
18. He hoped to give his companions the slip.
19. His only study was how to gain the affections of the peerless Katrina.
— IRVING, *The Legend of Sleepy Hollow.*
20. Ichabod, on the contrary, had to win his way to the heart of a country coquette, beset with a labyrinth of whims and caprices.
— IRVING, *The Legend of Sleepy Hollow.*
21. It left Brom no alternative but to draw upon the funds of rustic waggery.
— IRVING, *The Legend of Sleepy Hollow.*
22. He was not a man to be thwarted.
— IRVING, *The Legend of Sleepy Hollow.*
23. He came clattering up to the school door with an invitation to Ichabod to attend a merrymaking to be held that evening.
— IRVING, *The Legend of Sleepy Hollow.*
24. The sequestered situation of the church seems to have made it a favorite haunt of ghosts.
— IRVING, *The Legend of Sleepy Hollow.*
25. As he approached the stream, his heart began to thump.
— IRVING, *The Legend of Sleepy Hollow.*
26. "Just to be with him was to be decent."
27. To speak plainly is impossible now.
28. To speak plainly, I do not like his habits.
29. It will soon be the employment of a life time to learn their names.
30. I have never been able to discover his name.
31. He did everything but yawn in my face.
32. The preparation made me feel a little impatient.
33. I moved forward to get a nearer view.
34. I am going to travel next winter.

35. I am going to Paris to study French.
36. The sight made me feel queer.
37. Permit him to go.
38. Let him go.
39. He was permitted to go.
40. He had been obliged to run away.
41. To my utter astonishment, the little book gave two or three yawns, and then began to talk.
— IRVING, *The Mutability of Literature.*
42. I sought to take refuge from the noise by penetrating deeper into the solitude of the pile.
— IRVING, *The Mutability of Literature.*
43. They suffer the iron to grow cool.
— IRVING, *The Stage Coach.*
44. They built a pyramid of books to perpetuate his name.
— IRVING, *The Mutability of Literature.*
45. Merit was suffered to languish in obscurity.
— IRVING, *The Mutability of Literature.*
46. I invite my reader to put on the genuine holiday spirit. — IRVING, *The Stage Coach.*
47. My reader is invited to put on the genuine holiday spirit.
48. He has many commissions to execute.
— IRVING, *The Stage Coach.*
49. To discuss these at an inn was impossible.
— IRVING, *The Stage Coach.*
50. Its language was, to be sure, rather obsolete.
— IRVING, *The Mutability of Literature.*
51. It was delightful to hear their gigantic plans.
— IRVING, *The Stage Coach.*
52. To err is human; to forgive, divine.
— POPE, *Essay on Criticism.*
53. Write a letter to accompany a birthday gift to a friend.
54. He is too late to be of use now.

55. When two mortals showed themselves so wise as to reject the jewel, its splendor waned.
— HAWTHORNE, *The Great Carbuncle.*
56. He appears to have given up his original plan.
57. The hotel is not large enough to accommodate the guests.
58. I had rather go than stay.
59. Will you be so good as to help me?
60. I seem to sit in a dream.
61. He is certain to hear the news.
62. He was heard to make insulting remarks.
63. They made the moldering tombs echo with their merriment.
64. When we entered he was about to address the audience.
65. To hear his tale wrings one's heart.
66. He tried to help his friends.
67. He has scarcely had time to eat his dinner.
68. I am sorry to learn of his death.
69. "To remain what one is, is not life."
70. His strange actions led me to suspect him.
71. She is too timid to travel alone.
72. He continued to fix his eyes upon the distant scene.
73. He tried to dance.
74. The stranger was obliged to retreat.
75. You are in time to help us.
76. His courtesy would not permit him to smile.
77. We heard her sing in New York.
78. "To do what he asked me to do was not easy; neither was it easy to bid him go elsewhere to find a more obliging friend."
79. He ought to have known better.
80. It is not hard to believe that.
81. He appeared to be at least six feet tall.
82. He was about to withdraw his offer when Morgan appeared upon the scene.

83. He is sure to do the right thing.
84. I do not understand why he is still here. He was told to leave at once.
85. The speech was too short to be effective.
86. It is too much trouble to change things now.
87. We have to report at seven.
88. Have you ever watched the squirrel eat his dinner?
89. It was a sight to gladden the heart.
90. It is not necessary for me to dwell upon the matter further than to say that we were more than satisfied.
91. They adjourned to await the arrival of Franklin P. Marsh.
92. He was about to sail for duty overseas.
93. The meeting was held to outline plans for the fall campaign.
94. Smith was ordered to report for duty at once.
95. Efforts were made to conceal the truth.
96. The destroyers sailed at one o'clock this afternoon to patrol the waters off Greenland.
97. Let me catch him trying to do anything but what I tell him to do.
98. The children were asked to sing another carol.
99. The report was not accurate enough to be relied upon.
100. The neighbors were told to inspect the premises and to report any suspicious signs.
101. This is ground now well trodden, though it seems to be necessary to go over it again every generation to remind forgetful citizens of the reasons why American government must be what it is. — *New York Times.*
102. He begged me to help him.
103. I knew no soul nor where to look for a lodging.
— FRANKLIN, *Autobiography.*

104. I determined to pass the night there, and having taken an early dinner, strolled out to enjoy the neighboring scenery.

— IRVING, *The Pride of the Village.*

XIII. **Review of Verbals:**

1. Bring paragraphs from newspapers, magazines, books. Put some of these on the blackboard for class drills.
2. Choose one or two pages in your history textbook. Give the syntax of all verbals found there.

XIV. **Conjugation of Verb:**

1. Study the conjugation tables on pages 274 to 281.
2. Give orally the conjugation of an irregular verb.

XV. **S.S. Errors:**

Correct the following S.S. errors:

1. Have received your letter, and am glad to hear of your success.
2. We will put through this plan at once. No dissenting voice having been heard.
3. With best wishes for your health and happiness,

Yours sincerely

John Grant

4. He was very unusual looking. His face round and plump. His eyes very shiny. And his nose absolutely nondescript.
5. He plays all day long. And apparently plays half the night too.

XVI. **Choice of Correct Word — Study:**

A. Study the following rules relating to common errors:

1. *Lighten, lightened, lightening, lightened* is the verb; *lightning*, the noun.

2. *Had better* and *had rather* are good idiomatic English.

You had better go now. (You hold going better now.)

3. Do not use the past perfect potential *would have* in the untrue condition. Use the past perfect subjunctive.

Wrong: If he *would have gone*, he would have succeeded.
Right: If he *had gone*, he would have succeeded.

4. Note the correct spelling of *develop* (develops, development).
5. Take great pains to distinguish between *learn* (to gain knowledge) and *teach* (to impart knowledge).
6. Use the present tense to represent that which is true at all times.
7. Distinguish between *hanged* (referring to death penalty) and *hung*.
8. Remember in declarative sentences to use *shall* and *should* in the first person for simple futurity. Take special pains to use this form correctly when such words as *possibly*, *probably*, *no doubt* occur in the sentence or when the predicate expresses action or condition not governed by the will.

(*a*) *In all probability* we *shall be* in New York by Saturday.
(*b*) I shall be glad; I shall be sorry; I shall be delighted; I should be willing; we shall be greatly obliged; I should like.

9. Use the present *perfect*, not the *past*, with words that indicate an action or condition as beginning in the past but not ending there.

Wrong: *Did* you do your Latin *yet?*
Right: *Have* you *done* your Latin *yet?*

Wrong: I *caught* a cold *since* morning.
Right: I *have caught* a cold *since* morning.

Wrong: I *have sent* you a letter a week *ago.*
Right: I *sent* you a letter a week *ago.*

10. Use the past perfect tense to express action completed by some *past* time.

He *said* that he *had seen* me.

11. Take great pains to observe sequence rules. Review thoroughly pages 174 to 177.

12. Avoid the dangling participle, the dangling prepositional phrase containing a gerund, and the dangling contracted clause.

Wrong: Studying these rules, the footnotes are very helpful.
On studying these rules, the footnotes are very helpful.
While studying these rules, the footnotes are very helpful.

Right: Studying these rules, we found the footnotes very helpful.
On studying these rules, we found the footnotes very helpful.
While studying these rules, we found the footnotes very helpful.

Wrong: Being only a boy, the rules were hard to learn.

Right: Being only a boy, I found the rules hard to learn.

Note: The action or condition implied in the verbal attaches itself in meaning to the first noun or pronoun following the whole verbal construction; in most cases the first noun or pronoun after the comma. It is absurd to imply that the footnotes studied the rules, or that the rules were a boy.

13. Use the possessive case of a noun or a pronoun before a gerund.
14. Avoid the split infinitive. (Do not separate the infinitive from its sign *to*.)
15. Do not use *very* before a past participle. (Page 213.)
16. Take pains to use correctly the expression *to pan out*. It is a mining figure and means *to give a result, especially as compared with expectations*. Do not say *plan out*.

    This enterprise has not *panned out* well.

17. *Get* means to *gain*, to *obtain*. It has a number of idiomatic uses, which you can find in a dictionary.
18. Do not use *leave* for *let*.

    Wrong: *Leave* me go.
    Right: *Let* me go.

19. *Affect* is not a noun.
    Affect (verb) means *influence*.
20. *Effect* (noun) means *result*.
    Effect (verb) means *accomplish, bring about*.

B. Review rules in Part I, pages 60 to 63.

XVII. **Choice of Correct Word — Practice:**

1. No trace of the men who did the fighting, nor of their weapons, (was, were) to be found.

2. Seven persons, one of whom was a child, (was, were) found suffering from undernourishment.
3. He will tell you that it (doesn't, don't) matter.
4. Would he have (gone, went) if we had invited him?
5. Neither the subject matter nor the technic (are, is) satisfactory.
6. Winter, as well as the other seasons of the year, (has, have) (its, their) pleasures.
7. I (saw, seen) him do it.
8. Now, what has Allen been doing that he (oughtn't, hadn't ought) to have been doing?
9. No one had (saw, seen) him do it.
10. (It's, its) true that (its, it's) back was broken.
11. Have you been (laying, lying) down?
12. Neither the chairs nor the rug (has, have) come.
13. Neither the rug nor the chairs (has, have) come.
14. The money, but not the jewels, (was, were) stolen.
15. The jewels, and not the money, (was, were) stolen.
16. (Was, were) you in town last week?
17. (Is, are) there any signs of a relapse? No, there (isn't, aren't) any.
18. The old building on Tenth Street, together with the newer buildings on Maple Avenue, (has, have) been condemned.
19. The new buildings on Maple Avenue, together with the old building on Tenth Street, (has, have) been condemned.
20. There (was, were) on every hand evidences of great haste.
21. Every one, high school pupils and grammar school pupils alike, (go, goes) into the street to jump rope.
22. What modification (has, have) the adjectives *this* and *that?*
23. What modifications (has, have) the verb?

XVIII. **Choice of Correct Word — Practice:**

1. It has been (lightening, lightning).
2. A great change had been (affected, effected) in the routine.
3. How does the new regulation (affect, effect) your business?
4. He (affected, effected) an introduction between Dr. Williams and Mr. Warren.
5. She is the most (affected, effected) girl I know.
6. The doctor has (affected, effected) a cure.
7. The (effect, affect) of B's death upon the political situation has not yet been estimated.
8. The boys were not (affected, effected) by public opinion.
9. A reconciliation between Cedric and his son was (affected, effected).
10. How was King Arthur's court (affected, effected) by Lancelot and Guinevere's sin?
11. We cannot yet measure the (affect, effect) of his treason.
12. The Administration has (affected, effected) a reduction in armament.
13. The speed and the course of dirigibles are seriously (affected, effected) by the force of wind, either head-on or against the side of the hull.
14. At the end of the second act the curtain went down on a most (affecting, effecting) scene.
15. The Judge's decision was not (affected, effected) by any desire for personal gain or popularity.
16. On the advice of (council, counsel, consul) to the (affect, effect) that income tax returns may be made public, we publish the following lists.
17. The (affect, effect) of these disclosures was beyond belief.
18. From 60% to 80% of the population of India are (affected, effected) by the hookworm.

19. In Luzon great improvements have been (affected, effected).
20. Where did you say that Cornwall (is, was)?
21. We learn that Texas (is, was) the largest state in the Union.
22. Our teacher told us that water (is, was) composed of hydrogen and oxygen.
23. The criminal was (hanged, hung) at six o'clock.
24. Please (leave, let) me try again.
25. I (should, would) prefer to discuss that matter later.
26. We (should, would) like to serve you.
27. Mary was afraid that she (should, would) not have enough money.
28. I (shall, will) probably sail on Saturday.
29. Mr. Brown declared that he (should, would) not stay unless the manager made improvements.
30. I (shall, will) be glad to meet your friend.
31. (Did you do, Have you done) your French yet?
32. I (took, have taken) a cold since morning.
33. "Where is John, Henry?"
"He (did, has) not come yet."
34. After you (are, have been) here a few days, you will like the place.
35. There isn't much that (happened, has happened) here since you left.
36. Since you have been absent from school, we (took, have taken) up some new work in Latin.
37. (Did Mary write, Has Mary written) the letter yet?
38. By a touch here and there she re-arranged the room, which before (looked, had looked) gloomy and uncomfortable.
39. Phoebe said that she meant to earn her bread as she (was not, had not been) brought up a Puncheon.
40. After this we went back to the place where we (left, had left) our lunch baskets.

41. Gurth paid Isaac for the horse and armor he (lent, had lent) to Ivanhoe.
42. I intended (to write, to have written) to the company last week.
43. I (should like, should have liked) (to see, to have seen) him.
44. Cæsar is said (to be, to have been) a statesman as well as a general.
45. We ought (to help, to have helped) him when he lost his position.
46. Helen meant (to tell, to have told) her mother about the meeting, but forgot.
47. Blank is said (to be, to have been) heroic in his death.
48. I expected (to see, to have seen) him before this,
49. He intended (to make, to have made) his report on Saturday.
50. (Learning, having learned) what had happened, I felt satisfied.
51. (Seeing, having seen) my lawyer, I went back to the office.
52. I am sure that he intended (making, having made) his will.
53. Correct the following dangling constructions.
    (*a*) Sitting on her heels and watching her reflection in the limpid water, the young man found her in the depths of the forest.
    (*b*) Reaching Havana, a great reception awaited us.
    (*c*) On opening the door, a weird cry chilled us to the marrow and made us pause uncertainly.
    (*d*) Before entering the store, curiosity aroused me to look in.
    (*e*) While walking from West Point to Bear Mountain, the Thompsons overtook me and asked me to ride with them.
    (*f*) When studying a poem, oral reading helps me to understand it.

(*g*) Coming out of the tunnel at Haverstraw, a marvelous stretch of the Hudson lies before you.

(*h*) After finishing my Vergil, little Bobby came in and begged me to play with him.

(*i*) While planning our trip abroad, a letter from mother called us home.

(*j*) Driving at top speed, his recklessness was responsible for the child's death.

54. Do you remember (me, my) having found some money last April?
55. What is the use of (you, your) being angry now?
56. The (government, government's) failing to keep (its, it's) pledges would mean disaster.
57. You may rely on (him, his) being on time.
58. Have you heard about (Jim, Jim's) selling his car?
59. I care nothing about (him, his) winning the prize.
60. It takes life (to truly educate a man, to educate a man truly).
61. He must have this characteristic (to conscientiously discharge his duty, to discharge his duty conscientiously).
62. We found him a (very, very much) abused man.
63. He was (too, too thoroughly) disappointed to recover quickly.
64. Brown was (very, very much) delighted to have the chance to meet his opponent.
65. I am (very, very much) worried about the undertaking. I hope it will (pan out, plan out) to our satisfaction.
66. I (have, have got) a new book.
67. He (got, managed) to see the President.
68. (Leave, let) me have one more chance.
69. (I have, I've got) a new job.
70. You are the best sport (I ever saw, I've ever seen).
71. (Did you find, Have you found) it yet?

XIX. **Special Verbs:**

A. Give the principal parts of:

come, go, lie, lay, burst, awake, loose, lose, learn, teach, bring, take, sit, set, flee, fly, flow, affect, effect, accept, except, leave, lead, choose, do, see, swim, accommodate.

B. Define each verb.

C. Explain the special point or points of difficulty in the use of each verb. For instance, take *come*. *Come* is incorrectly used in the past tense for *came; came* is incorrectly used after the auxiliaries *have, has, had*.

D. Make original sentences to illustrate the correct use of these verbs.

E. Use the correct form in the following sentences:

1. Has he (come, came) yet?
2. Have they (gone, went) yet? No, they haven't (gone, went) yet.
3. The leaves dropped from the trees and (lay, laid) where they fell.
4. I tried to (lie, lay) down, but couldn't.
5. He (lay, laid) the document down with grave concern.
6. The pipes have (burst, bursted, busted).
7. Has he (awaked, awoke) yet?
8. You will (loose, lose) your money if you are not careful.
9. My father (learned, taught) me that lesson.
10. Please (bring, take) this up to the office.
11. The maid (sat, set) the platter on the table.
12. He (set, sat) the child on the bench.
13. We have (set, sat) here often.
14. The prisoners have (flown, fled).
15. The river has (overflown, overflowed) (its, it's) banks.
16. We have decided to (accept, except) your offer.
17. (Leave, let) me think about the matter a little longer.
18. They (led, lead) the prisoner in before the bar of justice.

19. Ivanhoe (choose, chose) Rowena as Queen of Love and Beauty.
20. They have (choosen, chosen) him to be their leader.
21. He (did, done) the work (good, well).
22. Has he ever (swam, swum) across the river?
23. We can (accommodate, accomodate) you at once.

XX. **Punctuation :**

A. Study verb rules on pages 285 and 287.

B. Use the comma to cut off non-restrictive participial phrases.

1. Participial phrase modifying proper noun.
   (*a*) Believing secession to be the essence of anarchy, Lincoln fought to preserve the Union.
   (*b*) Lincoln, believing secession to be the essence of anarchy, fought to preserve the Union.
2. Participial phrase modifying common noun clearly identified in reader's mind before the phrase is reached.
   (*a*) Rip's daughter, recognizing her father, took him home.
   (*b*) The yeoman, shooting somewhat more carefully, hit the mark squarely.
   (The yeoman here is Locksley, who has been mentioned in the preceding sentences.)

C. Do not use the comma to cut off restrictive participial phrases.

Participial phrase modifying common noun not identified in reader's mind before the phrase is reached. The phrase identifies.

(*a*) The child standing by the window was somewhat taller than the others.
(*b*) Please bring me the book lying on the chair.

Note: If the proper noun does not identify the person or thing, then the phrase modifying it is restrictive.

D. Use the comma to cut off the infinitive used independently.

E. Punctuate the following sentences:

1. He sat down took out his fountain pen and signed the check.
2. Jim paused for a moment rubbed his hand dazedly across his forehead and then collapsed.
3. If at first you don't succeed try try again.
4. Silas Marner having found the child's mother in the snow went for the doctor at the Red House.
5. The poor fellow dazed by his loss could not think coherently.
   (The poor fellow here is Silas Marner, who has been mentioned in the preceding sentences.)
6. The notebook lying on the floor is Helen's.
7. Ichabod Crane being very superstitious was fooled by Brom Bones.
8. The trains coming from the north were delayed; those coming from the south were on time.
9. Hearing some one call I went to the door.
10. Walt Whitman grieving for Lincoln wrote *Captain, my Captain* and *When Lilacs Last in the Dooryard Bloomed.*
11. This plan being the most practical one should be adopted.
12. To make a long story short he finally saw the joke.
13. His work to tell the truth is not satisfactory.
14. To speak plainly I do not like his manners.

XXI. **Oral Work:**

1. Practice the oral forms on page 71. Add forms that may be needed to correct local errors. For instance, in some places pupils say "hurted" instead of "hurt."

2. Practice the following:

(*a*) Shall I help you?
(*b*) Shall we go now?
(*c*) I shall probably go at four.
(*d*) I (we) shall be able.
(*e*) I (we) shall be glad, sorry, disappointed, etc.
(*f*) I (we) should like.
(*g*) I (we) should be obliged.

XXII. **Poetry**:

1. Note how much the intelligent reading of the following selection from Matthew Arnold depends upon your knowledge of infinitives.

Only, from the long line of spray
Where the sea meets the moon-blanched land,
Listen! You hear the grating roar
Of pebbles which the waves draw back, and fling,
At their return, up the high strand,
Begin, and cease, and then again begin,
With tremulous cadence slow, and bring
The eternal note of sadness in.

ADVERB

I. **Review**:

1. Give twenty simple adverbs.
2. Give the leading conjunctive adverbs. Follow the order of *time, place, manner, degree.*

II. **Expletive**:

Read a newspaper or a magazine for ten minutes. How many times do you find the expletive *there;* the adverb of place *there?*

III. **Conjunctive Adverbs**:

1. What conjunctive adverbs do you find in the following?

But where was the Gray Champion? Some reported that, when the troops had gone from King Street, and the people were thronging tumultuously in their rear, Bradstreet, the aged Governor, was seen to embrace a form more aged than his own. Others soberly affirmed, that while they marveled at the venerable grandeur of his aspect, the old man had faded from their eyes, melting slowly into the hues of twilight, till, where he stood, there was an empty space. But all agreed that the hoary shape was gone. The men of that generation watched for his reappearance, in sunshine and in twilight, but never saw him more, nor knew when his funeral passed, nor where his gravestone was.

— HAWTHORNE, *The Gray Champion.*

IV. **Original Sentences**:

1. Write sentences to illustrate the following words first as adjectives, then as adverbs:

far, farther, farthest, further, near, next, cleanly, slovenly, kindly.

2. May *lively*, *friendly*, and *orderly* be used as adverbs?

V. Hyphens:

1. Should the following words be written with or without hyphens?

together, forty-two, all right.

VI. Syntax:

A. Give the syntax of all adverbs; then of the italicized words:

1. It stood just at the entrance, and was as beautiful as a dream.
2. Your approval would make my task the *easier*.
3. The father was very much pleased with his son's progress.
4. He, personally, never opposed William. Indeed, he never opposed any of his children.
5. They (the Giants) must convince the *Nation* that they are men so *powerful* that they can win four straight National League pennants cleanly, and then go out and beat the best in the American League.

— *New York Times*.

6. The experts, however, believe that there will probably be no dividends this *year*.
7. He is not here; he went *home* long ago.
8. The more we have, the more we want.
9. John Bull, to all appearance, is a plain, downright, matter-of-fact fellow, with much *less* of poetry about him than rich prose. There is *little* of romance in his nature, but a vast deal of strong natural feeling. He excels in humor more than in wit, is jolly rather than *gay*, melancholy rather than morose; can easily be moved to a sudden tear, or surprised into a broad laugh; but he loathes sentiment and has no

turn for light pleasantry. He is a boon companion if you allow him *to have* his humor and to talk about *himself;* and he will stand by a friend in a quarrel, with life and purse, however soundly he may be cudgeled.

In this last respect, *to tell* the truth, he has a propensity *to be* somewhat too *ready*. He is a busy-minded personage, *who* thinks not merely for himself and family, but for all the country *round*, and is most generously disposed to be everybody's champion. He is continually volunteering his services *to settle* his neighbors' affairs, and takes it in great dudgeon if they engage in any matter of consequence without *asking* his *advice*, though he seldom engages in any *friendly* office of the kind without *finishing* by *getting* into a squabble with all parties, and then railing bitterly at their ingratitude. He unluckily took lessons in his youth in the noble science of defence, and *having accomplished* himself in the use of his limbs and his weapons, and *become* a perfect *master* at boxing and cudgel play, he has had a troublesome life of it ever since. — IRVING, *John Bull*.

VII. **Original Sentences**:

Write sentences to illustrate adverbs made from the following adjectives:

similar, peculiar, simultaneous, hopeful, alternate, indefinite, apt, dubious, normal, potential, artistic, comic, dramatic, public, usual, immediate, extraordinary, sure, sincere.

Note: With the exception of *public* adjectives ending in *ic* add *al* before adding *ly*.

VIII. **S.S. Errors**:

Correct the following S.S. errors:

1. He was not altogether happy about the matter, however, what had been done could not be undone.

2. The committee returned to the main audience room at 4 : 30, there they made a brief report about the new tax plan.
3. We are justly proud of our public schools, there is no reason, however, why we should not occasionally observe their defects as well as their merits.
4. It was very dark when we had finished the work, indeed, as we left the place, we had to feel our way through the rubbish and the overgrown bushes.
5. The meeting closed at twelve o'clock, then there was a general rush for the buses and the subway.

IX. **Choice of Correct Word — Study :**

A. Study the following rules relating to common errors :

1. Do not say *firstly*. *First*, secondly, thirdly, etc., are adverbs.
2. *Farther* refers to space. *Further* refers to time, quantity, or degree.
   (*a*) He was on the farther bank of the stream.
   (*b*) I can walk farther than you.
   (*c*) Further information may be secured from the catalogue.
   (*d*) We will talk about the matter further.
3. Do not add *s* to adverbs. *Somewhere* not *somewheres*.
4. Do not use *very* before a past participle.
   (*a*) *Very much surprised* not *very surprised*.
   (*b*) *Very broadly educated* not *very educated*.
5. Do not place an adverb between *to* and the infinitive.
   Wrong: I tried to quickly do it.
   Right: I tried to do it quickly.
6. Do not say *equally as* in the *as — as* construction.
   Wrong: This is equally as good as that.
   Right: This is as good as that.

7. Take special pains to spell correctly *immediately, practically, probably, undoubtedly.*
8. Take pains not to use the adverb *alike* in such sentences as *Every one was treated alike.* Remember that *every* is distributive. What is the meaning of *alike?*

B. Review, the rules in Part I, page 74.

X. **Choice of Correct Word — Practice:**

1. In this way, the farmer can send his products to the market much (quicker, more quickly).
2. This kind of labor saps the life of the farmer (slow but sure, slowly but surely).
3. You are (undoubtedly, undoubtably) correct.
4. No government can prevent (all together, altogether) the commission of crime.
5. They could (only see, see only) the sea and the sky.
6. They were (very, very much) pleased with (their, there) son's progress.
7. You can (ill, illy) afford to do that.
8. He hasn't returned yet (I think, I don't think).
9. They were (all ready, already) when I called for them.
10. They had (all ready, already) seen him when I reached his residence.
11. I feel very (bad, badly) about his resignation.
12. He looks (good, well); in fact, he is the picture of health.
13. I wish you would write as (good, well) as John does.
14. I can give you no (farther, further) help.
15. I have looked for it (everywhere, everywheres).
16. He is a (very, very much) misunderstood man.
17. She is (as, equally as) proficient as her sister.
18. Riverdale is five miles (farther, further) north.
19. The children were (very, very much) delighted at the news.

20. On the (farther, further) shore, we could see two diminutive figures.
21. (Farther, further) contributions will be received at the Society's rooms.
22. "I have lost my book."
"You will (probably, probally) find it (somewhere, somewheres)."
23. He tried (to quickly jump, to jump quickly).
24. I (can, can't) hardly say that.
25. The studio looked (charming, charmingly) with its quaint decorations.
26. Cheer up; we are (most, almost) home now.
27. Doesn't she sing (lovely, beautifully).
28. He (can, can't) hardly speak.

XI. **Punctuation**:

A. Study adverb rules on pages 285 and 288.

B. Put commas and semicolons in the following wherever they belong:

1. From the curb we watched the veterans war-worn indeed bronzed bearded tattered and torn.
2. He said he never wanted to see her again, moreover he never wanted to hear her name mentioned.
3. There is a working class strong and happy among both rich and poor there is an idle class weak wicked and miserable among both rich and poor.
4. The girl did her work quietly quickly and intelligently.
5. The plane however was so badly damaged that it could not be repaired.
6. Unattractive in character cunning and deceitful he showed nevertheless a single-hearted devotion to the interests of the state.
7. I think we are going still I cannot say for sure.
8. The guard must go to his post of duty however dangerous it may be.
9. It was indeed a queer story that he told.

10. Well then who did do it?
11. There is no time therefore to investigate the matter.
12. We cannot reach him now there is no question about that.
13. Helen returned to school on Monday Mary however did not return until Wednesday.
14. John is progressing rapidly now indeed he will soon be able to come home.
15. That too is an important point to consider there is no dodging the fact.
16. However thorough your work is he will not be satisfied.
17. It was then that he saw us.
18. I am sorry that we let him go however we cannot take him back now.
19. The doctor has insisted moreover that father move out of this climate at once.
20. There is however an economic question involved.
21. My plan therefore being formed upon the most simple grounds imaginable may disappoint some people.

— BURKE, *Conciliation.*

22. Such people (the well-to-do classes) are far more accustomed to receiving and answering mail than the poor moreover it is far easier to get lists of business and professional men. . . .

— *Literary Digest.*

C. Read a newspaper, a magazine, or a book for fifteen minutes. Bring to class illustrations of punctuation of adverbs. Put some of these on the blackboard; then give your teacher your clippings or your copies of the illustrations. He will file them for future use.

XII. **Oral Work:**

1. Practice the oral forms on page 80.
2. Add forms that may be needed to correct local errors. In some places the adverb *peculiarly* is mispronounced.

XIII. Poetry

In the following selection try to appreciate the effectiveness of the adverbs *always*, *reverently*, and *again;* and of the adjectives *unfailing*, *ascending*, *little*, *sweet*. They have not been used carelessly.

Kneel always when you light a fire![1]
Kneel reverently, and thankful be
For God's unfailing charity,
And on the ascending flame inspire
A little prayer, that shall upbear
The incense of your thankfulness
For this sweet grace
Of warmth and light!
For here again is sacrifice
For your delight.

— John Oxenham.

[1] From "*The Fiery Cross*," by John Oxenham. Copyright 1918, George H. Doran Company, publishers.

PREPOSITION

I. Review:

1. Name ten simple prepositions; five compound prepositions.
2. Give sentences to illustrate the following prepositions:

but, concerning, during, as to, out of, at, into, beside, besides, on, upon.

II. Syntax:

A. Give the syntax of all prepositions and of all prepositional phrases:

In the course of a December tour in Yorkshire, I rode for a long distance in one of the public coaches on the day preceding Christmas. The coach was crowded both inside and out with passengers who, by their talk, seemed principally bound to the mansions of relations or friends to eat the Christmas dinner. It was loaded also with hampers of game and baskets and boxes of delicacies; and hares hung dangling their long ears about the coachman's box, presents from distant friends for the impending feast. I had three fine rosy-cheeked boys for my fellow-passengers inside, full of the buxom health and manly spirits which I have observed in the children of this country. They were returning home for the holidays in high glee, and promising themselves a world of enjoyment. . . . The meeting to which they seemed to look forward with the greatest impatience was with Bantam, which I found to be a pony, and according to their talk possessed of more virtues than any steed since the days of Bucephalus.

— Irving, *The Stage Coach.*

B. Take special pains with the syntax of prepositional phrases the principal word of which is a relative pronoun.

1. They were under the guardianship of the coachman, to whom they addressed a host of questions.
— Irving, *The Stage Coach.*
2. Such was the formidable rival with whom Ichabod Crane had to contend.
— Irving, *The Legend of Sleepy Hollow.*
3. On one side of the church extends a wide, woody dell, along which runs a large brook.
— Irving, *The Legend of Sleepy Hollow.*
4. With several hearty cuffs and kicks (Ichabod) roused his steed most uncourteously from the comfortable quarters in which he was soundly sleeping.
— Irving, *The Legend of Sleepy Hollow.*
5. A gentle slope descends from it to a silver sheet of water bordered by high trees, between which peeps may be caught at the blue hills of the Hudson.

C. Give the syntax of the italicized prepositional phrases:

1. They stood hand *in hand.* (hand being in hand)
2. In New York state, *for instance,* the practice has been discontinued.
3. They went from place *to place.*
4. *After all,* he had done her many favors.
5. No admittance except *on business.*
6. He was not excited; *on the contrary,* he was unusually self-possessed.
7. This method, *of course,* will not work always.
8. A prophet is not without honor *save in his own country* and *in his own house.* — *Bible.*

D. Bring from an editorial one paragraph that illustrates especially well the use of prepositions. Put some of these on the blackboard for class work.

III. **S.S. Errors:**

Correct the following S.S. Errors:

1. We hope that you will be able to return in June. About the first of the month.
2. In the belief that he would finally be recognized by the public and that fame and fortune would be his. He stuck doggedly to his work.
3. We find these bits of paper everywhere. In the fields and in the woods. In the gardens and on the lawns.
4. He devoted much time to his mother and to his sister. And later on to his brother.
5. John cannot report for work this morning. On account of a bad knee.

IV. **Choice of Correct Word — Study:**

A. Study the following rules relating to common errors:

1. Use *into* after a verb that indicates a change of limits or condition; *in* after a verb that does not indicate a change of limits or condition.
   (*a*) He went from the room into the hall.
   (*b*) He jumped into the water.
   (*c*) He cut the tin into squares.
   (*d*) He is in the room.
   (*e*) He walks around in the room.
2. Usually use *between* when speaking of two; use *among* when speaking of three or more.
   (*a*) He divided the money between his two sons.
   (*b*) He divided the money among his three sons.
   (*c*) The space between the three trees was filled with brush.
   (*d*) They hoped for a treaty between England, France, and the United States.
3. *Except* and *without* are prepositions, and in modern English should not be used for *unless*.

4. *Beside* is a preposition, and means *by the side of; besides* is a preposition or an adverb, and means *in addition to.*
5. Do not say *between each* or *between every*, because *each* and *every* are singular. Say *between each two, between every two.*

Leave a line between each two answers.

6. Do not say *try and* for *try to.*

B. Review, the rules in Part I, pages 81, 82.

C. (Optional) Review IV, page 85.

V. **Choice of Correct Word — Practice:**

1. After a lively battle for several months (between, among) American, British, German, French, and Dutch interests for possession of the rich manganese fields in the Chicatouri district, the Americans carried off the laurels. — *New York Times.*
2. They were discussing a matter (of which, which) they knew nothing about.
3. I was down (at, to) Aunt Jane's last night.
4. Between you and (me, I), I'm not (altogether, all together) surprised.
5. He wouldn't (of, have) gone under any circumstances.
6. They all went but Mabel and (I, me).
7. They stole the pencil (off, from) him.
8. The milk (soured, soured on me).
9. It was intended for (we, us) Seniors.
10. The house has trees and a lawn (in back of, behind) it.
11. (In back of, behind) the house there was a small pond.
12. He jumped (onto, upon) the platform.
13. Whom did you borrow this (from, off of)?
14. He threw the ring (in, into) the lake.
15. Try (and, to) come at eight.
16. The reader paused between (each, each two) (poem, poems).

17. The bird came flying (in, into) the room.
18. This theme is very short; (beside, besides) it is not interesting.
19. We have a dozen suggestions (beside, besides) these.
20. He cut the cake (in, into) small pieces.
21. Please try (and, to) find it.
22. The money was divided (among, between) the sons and daughters.
23. (Who, whom) were you talking to?
24. He wouldn't (of, have) done it, if he had been in his right mind.
25. Every once (in, and) a while he spoke to us about it.
26. (Beside, besides) the desk stood a tall basket.
27. (In the poem "Thanatopsis," The poem "Thanatopsis") (it, ——) explains this view more clearly.
28. (By having Saturday as the weekly holiday, Having Saturday as the weekly holiday) (it, ——) enables teachers to spend Sunday with friends or relatives.
29. The house has trees and bushes (in back of, behind) it.
30. The ideal (in which, which) Arthur and his knights were in quest of was a better world order.
31. (In, under) the emergency, he showed great genius.
32. It was a matter of which they knew nothing (about, ——).

VI. Original Sentences:

1. Write ten sentences to illustrate the various uses of *to*, *too*, *two*.
2. Write sentences to illustrate
   different from, correspond to, correspond with, consist in, consist of.

VII. Punctuation:

A. Study preposition rules on page 285.

B. Use commas, semicolons, and periods in the following sentences wherever they belong:

1. In New York State for instance the practice has been discontinued but it may of course be resumed at any time.
2. We must remember of course that the candidates are not responsible for the situation however it has come to be decidedly embarrassing.
3. It is possible of course for a candidate to win without securing the electoral votes of New York State.
4. Not all words ending in *ly* are adverbs for example *lovely*, *lively*, and *friendly*.
5. At any rate you will admit that he is honest.
6. Certain people for instance are foolish enough to send anonymous letters.
7. By the way I forgot to tell you about last night's performance.
8. From my window I can see many lovely things for instance I get a glimpse of the river and of the mountains beyond.
9. This in effect means that he will resign.
10. In short we cannot accept any favors from him.
11. Your work has not been satisfactory for some time your history for one thing has shown lack of preparation your English too has been poor.
12. The new law for one thing refuses licenses to those under age.
13. After all what's the use of cutting off your nose to spite your face?
14. He was absent yesterday in fact he has not been here all week.
15. This method in the long run will prove far more satisfactory.
16. He is doing good work in English in Latin and in Spanish in short in his language work.

C. Read a newspaper, a magazine, or a book for fifteen minutes. Bring to class illustrations of punctuation of

prepositional phrases. Place some of these on the blackboard; then give your teacher your clippings or your copies of the illustrations. He will file them for future use.

VIII. **Oral Work:**

Practice the oral forms on page 86.

IX. **Poetry:**

Explain the force of the prepositions in the following lines of "The Lost Leader," by Browning:

Shakespeare was *of* us, Milton was *for* us,
Burns, Shelley were *with* us — they watch from their graves.

CONJUNCTION

I. Review:

1. What are the two great classes of conjunctions?
2. Name and illustrate four kinds of coördinate conjunctions.
3. Name and illustrate two kinds of subordinate conjunctions.
4. Give the list of conjunctive adverbs, following the order of *time, place, manner, degree.*
5. Give the list of subordinate conjunctions proper, following the order of *comparison, condition, concession, purpose, result, cause* or *reason.*
6. Use the following words first as conjunctions, then as prepositions:

as, after, before, for, but.

II. Syntax:

A. Study the following models for conjunctive adverbs (used as subordinate conjunctions) and pure subordinate conjunctions:

MODELS: 1. This is the house *where* I was born.

Where connects *I was born* with *house,* and modifies *was born.*

2. I left *when* he came.

When connects *he came* with *left,* and modifies *came.*

3. He is taller *than* I.

Than connects *I am tall* with *taller.*

4. I will go *if* you will help me.

If connects *you will help me* with *will go*.

5. The lesson was so long *that* I did not finish it.

That connects *I did not finish it* with *so*.

6. I do not know *when* he came.

When introduces *he came* and modifies *came*.

7. I know *that* he is here.

That introduces *he is here*.

Note: The work on conjunctive adverbs and pure subordinate conjunctions may be taken up after the work on dependent clauses.

B. Give the syntax of all the conjunctions in the following; then of all the italicized words.

After he had slumbered, *rather* than slept, *about* half-an-hour, he waked *again*, and came *out of* the cave to me, for I had been milking my goats, *which* I had in the enclosure *just by*. When he espied me, he came *running* to me, *laying* himself down *again upon* the ground, *with all* the possible signs of an humble, thankful disposition, *making* a many antic gestures *to show* it. At last he lays his head flat upon the ground, *close* to my foot, and sets my other foot upon his head, as he had done *before*, and after this made *all* the signs to me of subjection, servitude, and submission *imaginable*, *to let* me *know* how he would serve me *as* long as he lived. I understood him in many things, and let him *know* I was very well pleased with him. In a little time I began *to speak* to him, and teach *him to speak* to me; and *first* I made him *know* his name should be *Friday*, which was the day I saved his life. I called him so *for* the memory of the time. I *likewise* taught him to *say* master, and then let him *know* that was *to be* my name. I likewise taught him *to say* Yes and No, and *to know* the meaning of them. I gave *him* some milk *in* an earthen pot, and let him *see* me *drink* it *before* him, and *sop* my bread in it; and I gave him a *cake* of bread *to do* the *like*, which he quickly complied *with*, and made signs that it was very *good* for him. — DEFOE, *Robinson Crusoe*.

C. Give the syntax of all conjunctions in the exercise for punctuation on pages 230, 231; also of all important *noun*, *adjective*, *adverb*, and *preposition* constructions.

D. Read a newspaper, a magazine, or a book for ten minutes. Bring to class a dozen illustrations of the use of conjunctions. Place some of these on the blackboard. The class will give the syntax of the indicated conjunctions.

III. **Original Sentences:**

1. Write ten sentences to illustrate the correct use of correlatives. You may, if you wish, bring illustrations from newspapers, magazines, and books.
2. Write compound sentences to illustrate the use of the following conjunctions and adverbs:

   and, moreover, likewise, but, however, nevertheless, or, else, therefore, consequently.

   Be sure to punctuate your sentences correctly.

3. Write sentences to illustrate:
   (*a*) *Down* as a *verb*, a *noun*, an *adjective*, an *adverb*, a *preposition;*
   (*b*) *But* as a *conjunction*, a *relative pronoun*, a *preposition* an *adverb;*
   (*c*) *As* as an *adverb*, a *conjunctive adverb*, a *pure subordinate conjunction*, a *preposition*, a *relative pronoun;*
   (*d*) *Still* as a *noun*, a *verb*, an *adverb*, an *adjective*, and *still* meaning *but;*
   (*e*) *That* as an *adjective*, a *demonstrative pronoun*, a *relative pronoun*, a *subordinate conjunction* introducing an *adverb* clause, a *subordinate conjunction* introducing a *noun* clause;

(*f*) *What* as a *relative pronoun*, an *interrogative pronoun* introducing a *direct* question, an *interrogative pronoun* introducing an *indirect* question, an *interrogative adjective*.

IV. S.S. Errors:

Correct the following S.S. errors:

1. Suddenly there was a strange noise, increasing every moment in weirdness and volume. And then silence.
2. He was the last of all those who decided to enter the contest. But certainly not the least.
3. He was acquitted by the jury. For he was able to prove an alibi.
4. "I will let you go now," he said. "If you promise to return."
5. "I don't see what I can do now," she replied, "it is too late to see the boss."

V. Choice of Correct Word — Study:

A. Study the following rules relating to common errors:

1. Correlatives must occupy corresponding positions in the sentence; for instance, if *or* stands before a noun *either* must stand before a corresponding noun or pronoun.

   I know neither John nor his younger sister.
   (Observe that in case of error the second part of the correlative is usually in the right place; it is the first part that is misplaced.)

2. Do not use *but what* to introduce a noun clause. Use *but that* or *that*. When *what* introduces a noun clause, it is an interrogative pronoun or adjective, not a conjunction.

   Wrong: I don't know but what you are right.
   Right: I don't know but that you are right.

   Wrong: I don't doubt but what he will go.
   Right: I don't doubt that he will go.

3. Do not use *because* or *as* to introduce a noun clause.

Wrong: The reason why he failed was because he did not study.

Right: The reason why he failed was that he did not study.

4. Avoid "split" constructions because they lead to the use of wrong conjunctions.

Wrong: This is as strong, if not more so, *than* that.
Right: This is as strong as that, if not more so.

Wrong: He is happier, though not so rich, *as* I.
Right: He is happier than I, though not so rich.

5. Do not use *and* when you mean *but* nor *but* when you mean *and*.
6. Do not use *being that* for *as*, *because*, *since*.

B. Review the rules in Part I, page 90.

VI. **Choice of Correct Word — Practice:**

A. Correct all errors in the following sentences:

1. Its doors are open to strangers for rest or who may wish to enjoy themselves at a game of pool, chess, or cards.
2. I like this poem because it shows how brave Columbus was and the many difficulties he overcame.
3. "Thanatopsis" tells us to go with undying faith and willingly.
4. He must be one who has strong personal qualities and fit to be a leader of men.
5. He not only was perfectly honest but also capable.
6. I neither saw Jim nor his father.
7. It either was in March or in April that I saw him.
8. This book is as interesting, if not more so, than "Treasure Island."

9. Mary is cleverer but not so attractive as her sister.
10. He not only was rude but really vulgar.
11. I either read the newspapers or the magazines.
12. The plan is much easier if not so satisfactory as that.
13. By great effort this side is soon retired, and thus losing the game to the challengers.
14. He was the son of King Saul, who at first had been a good king, but later he became very bad.
15. I should like to imitate him in honesty and to have the courage to stand alone.

B. Choose from the forms in parenthesis the correct word, and give the reason for your choice:

1. We saw neither the man (or, nor) his son.
2. Yours is different (from, than) mine.
3. She talks just (like, as) her mother used to talk.
4. I don't know (but what, but that) I can go after all.
5. I don't doubt (but what, but that, that) he will meet us.

Note: Never use *but that* after *doubt.*

6. The reason why he left school was (because, that) he wanted to work.
7. I like this book, (and, but) I like that one better.
8. I cannot go (without, unless) I hear from you.
9. She lives in a different part of the town (than, from what) I do.
10. (Being that, since) you are here, it isn't necessary for me to stay.

VII. **Punctuation:**

A. Study conjunction rules on page 285.

B. Punctuate the following article, giving reasons for your punctuation:

In the town of —— there have been eighty-seven cases of small pox since March. . . . Compulsory vaccination will follow and

then of course the plague will end there as it always does when no susceptibles are left for it to attack.

A like scourge may appear wherever the beneficent Jennerian operation has been neglected for a long time and unfortunately that is the case in many towns large and small. The resulting danger is very great for so rare thanks to vaccination has this dreadful disease become in the greater part of the State that its threat has been forgotten. Many of the younger doctors never have seen a case of it and for too many people it has come to seem hardly worth while to endure even such small inconvenience as vaccination causes merely to ward off a peril so remote.

The remoteness however is not real. Several American cities notably —— and —— have suffered severely within the past year and in both of those cities it was necessary to use stern measures before the inhabitants could be saved from the consequences of their own carelessness. Those who died of the malady numbered 140 in —— and 11 in ——.

Every one of these deaths was distinctly in the preventable class for vaccination gives absolutely certain protection to all who undergo it with sufficient frequency it being one of the real specifics at the command of the doctors. It is the immunity which vaccination produces curiously enough that has emboldened the pestilent little army of anti-vaccinationists it being less difficult for them to get a hearing from the ignorant when cases long have been unknown than it would be if as in other days almost every other person of every social class showed the marks of the disease as a pitted face and the graveyards were full of less lucky victims.

— *New York Times.*

VIII. **Oral Work**:

Note directions 1 and 2, page 97.

INTERJECTION

I. Punctuation:

Punctuate the following sentences:

1. Lo here stand the Lord and Lady of the May.
   — HAWTHORNE, *The Maypole of Merry Mount.*
2. O father I see a gleaming light
   Oh say what may it be?
   — LONGFELLOW, *The Wreck of the Hesperus.*
3. Ah that thou couldst know thy joy
   Ere it passes barefoot boy.
   — WHITTIER, *The Barefoot Boy.*

CLAUSES

I. **Review:**

Study of words introducing dependent clauses:

1. The adjective clause:

(*a*) Syntax of relative pronoun:

The man to *whom* you referred is ill.

Whom is the object of *to*, and refers to *man*.

(*b*) Syntax of conjunctive adverb:

It was the time *when* roses bloom

When connects *roses bloom* with time and modifies *bloom*.

2. The adverb clause:

(*a*) Syntax of conjunctive adverb:

He will go *where* we send him.

Where connects *we send him* with *will go*, and modifies *send*.

(*b*) Syntax of true subordinate conjunction:

She is taller *than* her mother.

Than connects her *mother is tall* with *taller*.

3. The noun clause:

(*a*) Syntax of subordinate conjunction:

I know *that* he will save us.

That introduces *he will save us*.

(*b*) Syntax of conjunctive adverb:

I do not know *when* he left.

When introduces *he left*, and modifies *left*.

(*c*) Syntax of interrogative pronoun:

I should like to know *who* went.

Who introduces *who went*, and is subject of *went*.

(*d*) Syntax of interrogative adjective:

I do not know *which* book she took.

Which introduces *which book she took*, and modifies *book*.

(*e*) Syntax of relative pronoun:

I took *what* I wanted.

What introduces the noun clause *what I wanted* and is object of *wanted;* or

What is object of *wanted*, and relates to an understood antecedent.

II. Classification and Syntax:

A. Classify and give syntax of all independent and of all dependent clauses in selections provided by the class.

1. Let a committee bring enough copies of a local or of a metropolitan daily for class use. Good scouts may secure copies of yesterday's paper from members of their own class and of other classes, and from neighbors or friends. Or they may ask each member of the class to provide himself with a certain issue. The committee should select beforehand the article or articles for study.

Note: Keep these articles for punctuation exercises.

2. In some schools many pupils subscribe for "The Literary Digest," "The World's Work," etc. In these magazines committees may find material for classroom work.
3. From history textbooks in the hands of pupils committees may occasionally select material.

B. Give syntax of all words introducing dependent clauses.

III. **Study of Authors:**

1. Select several authors — for instance, Lamb, Stevenson, Mark Twain, Kipling, a modern essayist — and study their use of the sentence. Observe the length of sentences, the use of simple, complex, compound sentences, the use of adjective, adverb, and noun clauses.
2. From now on you should work for greater variety in the structure of your sentences. At first, careful analysis of your work will seem to destroy spontaneity, but remember that "easy writing makes hard reading."

IV. **Punctuation:**

1. Study punctuation rules, pages 286, 287, 288, beginning with *clause*, and write sentences to illustrate them.
2. Study the punctuation of a modern essay.
3. Study the punctuation of five poems. Note that there is greater freedom in using the comma instead of the semicolon in the compound sentence composed of two members with the conjunction omitted; that, otherwise, the punctuation of poetry follows pretty much the plan of prose punctuation. After this, when you learn a quotation, do not learn the punctuation. Punctuate by rule.
4. Dramatize a scene from "Silas Marner" or from some other novel. Take special pains with punctuation.
5. Write from the teacher's dictation several conversational passages from "Alice in Wonderland."
6. Write 10 original sentences to illustrate the broken noun clause of direct discourse or bring sentences from books and papers.

USES OF

IT, AS, BUT, THAT, THERE, THAN, WHAT

I. **Uses of *It:***

A. Ordinary personal pronoun

I have just found this book. Is *it* yours?

B. Expletive (The expletive *it* is the grammatical subject; the real or logical subject stands after the verb.)

1. *It* is strange *that he has not returned.*
2. *It* is a good thing *to give thanks unto the Lord. — Bible.*

C. Impersonal (in expressions relating to the weather)

1. *It* is cold.
2. *It* is raining.
3. *It* lightens.

D. Indefinite

1. *It* is he.
2. Go *it,* boys.
3. *It* is time to go.

II. **Uses of *As:***

A. Simple adverb of degree

He is *as* studious as his brother.

B. Conjunctive adverb

1. He is as studious *as* his brother (is studious). (Degree)
   He is not so studious *as* his brother.
2. He went into the house *as* I came out. (Time)
3. He did it *as* I told him to. (Manner)
4. He looks upon it *as* a gift. (Manner)

He looks upon it as (he would look upon) a gift.

5. Thou shalt love thy neighbor *as* thyself. (Manner)
   Thou shalt love thy neighbor as (thou lovest) thyself.
6. He acted as if he were sorry. (Manner)
   He acted as (he would act) if he were sorry.

C. Subordinate conjunction (Used to give an informal and casual reason. See *because* in *Webster.*)

1. *As* he is a graduate of the University, he will be accepted. (Reason)
2. I did not see him, *as* I was very late (Reason)
3. Tired *as* I am, I will go with you. (Concession)
   Though I am very tired, I will go with you.

D. Relative pronoun (after *such, same, as many*)

1. Such stones *as* he found were valuable.
2. I have the same kind of pen *as* you (have).
3. As many *as* came were accommodated.
   Those who came were accommodated.

E. Approaching a preposition (in the idea of, in the character of)

1. Did you see Jane Cowl *as* Juliet?
   Did you see Jane Cowl in the character of Juliet?
2. He looks upon it *as* a gift.
   He looks upon it in the light of a gift; or

See *II. B.* 4. above.

F. Miscellaneous:

1. *As it were* is an independent, parenthetical clause. It is equivalent to the independent infinitive *so to speak.*
2. *As well* means *besides, too.*
   You may take this *as well.*
3. *As yet* means *up to the present time.*
   He has not come *as yet.*

4. *As well as* means *equally, in addition to.*

Note the difference between "He can do that as well as you" and "John, *as well as* his sisters, is here."

5. *As* means *for example.*

Because assigns a cause or reason immediately and explicitly; *as,* I hid myself *because* I was afraid.

6. *As to* may introduce an infinitive.

(*a*) Be so good *as to let* me pass.

Note that the infinitive modifies *so.*

(*b*) He was such a fool *as to repeat* the story.

Note that the infinitive modifies *such.*

7. *As to* meaning *concerning, respecting* may introduce a prepositional phrase.

As to the other matters touched upon in your communication, I am authorized to say, etc.

8. *So as to* may introduce an infinitive.

You must go now *so as to* be on time.

9. *As for* means *concerning, respecting.*

As for the birds, I do not believe there is one of them but does more good than harm. — LOWELL.

10. *As follows* means *as that which follows.*

His speech is *as follows.*

His speech is *as that which follows.*

11. *As lief.*

I had *as lief* go as not.

I hold going *as* willingly as I hold not going.

III. **Uses of *But*:**

A. Relative pronoun (Equivalent to *who* + *not*, *which* + *not*.)

There is no one *but* has seen suffering.

B. Adverb (Means *only*.)

1. There is *but* one God.
2. I can *but* ask him.

C. Preposition (Means *except*.)

1. They all went *but* mother.
2. We cannot *but* believe him.

We cannot choose *except* to believe him.

3. They are *but* children.

They are nothing *except* children.

Note: *But* may be treated as an adjective modifier of children.

4. They did nothing *but* ridicule the performance.

They did nothing *except* to ridicule the performance

D. Coördinate conjunction

1. He went, *but* he did not stay.
2. The treatise is short *but* admirable.

E. Subordinate conjunction (= *unless*)

It never rains *but* it pours.

F. Miscellaneous

1. I do not know but that they may use force.

But gives a negative force to the noun clause

2. Do not say *I do not doubt but that, etc.*

Say *I do not doubt that.*

IV. **Uses of *That*:**

A. Relative pronoun

The book *that* I took was the wrong one.

B. Demonstrative pronoun

That is mine.

C. Demonstrative adjective

That book is mine.

D. Subordinate conjunction

1. He studies *that* he may learn. (Adverb clause of purpose)
2. He was so cold *that* he shivered. (Adverb clause of result)
3. I know *that* he will succeed. (Noun clause)
4. I was glad *that* he had gone. (Noun clause)

I was glad (of) *that* he had gone.

V. Uses of ***There:***

A. Adverb of place

1. It stood right *there.*
2. *There* he goes now.

B. Expletive

There were several men in the room.

VI. Uses of ***Than:***

A. Subordinate conjunction

He is stronger *than* I.

B. Approaching a preposition

Mars, *than* whom there is none more valiant, will arm us for the fight.

VII. Uses of ***What:***

A. Relative pronoun (= *that which*)

I took *what* I could find.

I took *that which* I could find.

B. Interrogative pronoun (Does *not* equal *that which.*)

1. *What* did he say?
2. I do not know *what* he said.

C. Interrogative adjective

1. *What* book did he take?
2. I do not know *what* book he took.

SELECTIONS FOR GENERAL REVIEW

A. Classify twenty sentences according to *form* and to *meaning*.

B. Classify and give syntax of all *dependent* clauses.

C. Give the syntax of all *verbals*.

D. Give the syntax of all important *nouns*, *pronouns*, *adjectives*, *verbs*, *adverbs*, *prepositions*, *conjunctions*.

E. Explain marks of punctuation.

I. ARNOLD'S TREASON HOUSE

In Joshua Hett Smith Mansion in West Haverstraw the Embittered American General Arranged for Surrender of West Point

There are three scenes to this story:

In an upper room of a house that overlooks the sunlit waters of the Hudson two men are sitting at a table. It is early morning. They have just had breakfast. One poses rather debonairly and dashingly. He is a young man of 30, gay, handsome, and winning His uniform is the red, laced coat of a British officer. The other man is fully ten years his senior. His face is strong, powerful, bitter; the smoldering fires of anger cloud his eyes. His uniform is the buff and blue of a high ranking officer in the Continental army. His hand makes notes on sheets of paper. He passes them over to his companion. "Carry them in your shoe," he says. "I think everything is arranged now." . . .

Some weeks later, from a stone building emerges the same British officer. A silent crowd is assembled. Pity and sympathy for a brave man are written on the faces of all. The young British officer takes his place between two Continental officers, and they begin to walk forward — toward a gallows and a cart.

Years later on his death-bed in London the older man is tossing. Memories haunt him of a land where his name is an execration. His fevered mind goes back to the days before a certain black morning when he was a leader of gallant men on many a stricken field. "Bring it out," he mutters. "Let me die in my old American uniform. God forgive me for what I have done to my country." . . .

That, in brief, is the story of "Treason House," the old Joshua Hett Smith mansion in West Haverstraw, Rockland County. In "Treason House" Benedict Arnold and Major John André sat at breakfast after their midnight meeting on the banks of the Hudson. In "Treason House" they perfected the last details of Arnold's traitorous plan to surrender West Point to the British. From "Treason House" André emerged to meet capture and death, and from it Arnold went forth to blot an honorable career with the stigma of the traitor.

Raging at the treatment meted out to him by Congress and the Supreme Executive Council at Philadelphia, Benedict Arnold had come to West Point as commander of the post. He was the hero of Quebec and of Saratoga. One leg wounded in two places bore witness to his bravery on the field. He was Washington's most trusted General. He had a record for leadership and sacrifice in the Continental cause second to none. But he was a morose and embittered man. As Governor of Philadelphia and as a brilliant soldier he had made many enemies. His foes in the governing council of Pennsylvania had brought against him a series of charges of dereliction in duty. Arnold had demanded a trial by court-martial. He had faced its board at Morristown, the Winter headquarters of Washington. The result had been a sentence to a public reprimand. Under it his proud nature smarted unendurably. There came then the indefensible, treacherous step which was to destroy his career in an hour.

Writing under the name of "Gustavus," he entered into communication with Sir Henry Clinton, commander of the British forces in New York, and was answered by his aid, André, who assumed the name of "John Anderson." Arnold offered to station

his troops so that the British would encounter no difficulty in seizing West Point. It was a strategic post on which the British had long had their eyes. Possession of it would cut off New England from the lower Colonies. It would open an easy route to Canada. The Continentals would be crushed by the loss of their most important fort and its great store of supplies. The correspondence went on. A personal meeting between Arnold and André became imperative if the underhand scheme were to go through.

And so one day the British sloop-of-war Vulture, with all sails set, glided up the waters of the Hudson and anchored not far from Stony Point. Arnold had laid his plans well. When darkness came a small boat went alongside the Vulture, and Joshua Smith boarded her. At Arnold's command he was seeking a man who was to "bring important news" to the West Point commander. A long blue surtout covered André's uniform as he stepped into the small boat, and Smith did not know that the silent passenger he was rowing to shore was a foe of the newly born Republic. All he knew was that Arnold had sent him out to bring some one back, and he was doing so. Smith himself, from all accounts, seems to have been an honest fellow, but timorous and dull. The bow of the boat grated on the sands of the western shore in the shadow of the mountain known as Long Cove. For a moment Smith left the boat and disappeared into the bushes, where a muffled and cloaked figure met him.

"Is he here?" demanded the figure.

"Yes," said Smith.

"Bring him to me," came the order. Smith went back to the boat, and in a few minutes André had made his way through the thicket to the side of the other. A few words of identification were exchanged. In half whispers and carefully lowered voices the conversation proceeded. What was the number of troops in West Point, what was its armament, how many supplies were stored here, in what way would Arnold dispose his soldiers so that the British could enter without casualties? These questions and many more were asked that midnight in the shadows of the great

mountain while the British sloop-of-war rested at her anchor in midstream and the garrison of West Point — true Continentals all — slept under the protection of their sentries and their guns, unaware that their commander was selling them to the hated redcoat.

Throughout the parley two humble figures waited in the background. One of them was Smith, miserably uncomfortable in the boat at the water's edge. The other was the servant that Arnold had brought down from Smith's house to hold the horses while he carried on his plot. The hours wore on, and Smith finally came up to voice a warning.

"It's getting dawn," he told them. "If the gentleman is going back to the boat, he had better go now."

But all was not finished yet. There were important points still to be cleared up. Arnold suggested to André that he stay one more night on shore, promising that he would be rowed safely out to the Vulture the following night. André fell in with the plan. Through the little village of Haverstraw they rode in the dawn, past the challenge of the Continental sentries and on to Treason House.

Once within its doors, they went to an upper room, where they could resume their plotting in secrecy. Their long conference in the night air had made both of them hungry. As over breakfast they went on with their discussion, they were interrupted by an ominous sound. A detachment of Continental soldiers had seen the Vulture in the river and had brought a cannon down to the shore. The booming thunder of its shots was rolling up and down the Hudson. Arnold and André looked out of the windows of Treason House and saw the Vulture haul up her anchor and move swiftly down stream and out of range. André was frankly worried.

"It may not be so easy to get back to the ship," he said.

Benedict Arnold thought for a moment. "I will give you a pass that will take you safely back to New York by land if you cannot reach the Vulture," he announced. The pass was duly written out authorizing the Continental guards to let "John Anderson" through their lines. By now André had the complete data for

the surrender of West Point in his possession and, acting on Arnold's suggestion, had concealed the papers in the sole of his shoe. The plot had been launched. Arnold left Treason House for his own residence across the river, once the palatial home of the Tory Colonel Beverly Robinson, who at that moment was on the Vulture as its commanding officer. The two conspirators were never to meet again.

All that day André remained in the upper room of Treason House, looking out over the river at the far-off Vulture and counting the hours that remained until darkness should fall and he could attempt his escape from the American lines. Evening came and he demanded of Smith, the owner of the house, that he row him out to the British sloop. Here, however, an obstacle appeared. It seems that Smith was obdurate in refusing to run the gauntlet of possible Continental fire on the way to the ship. He offered instead to guide André down to New York by road, and with this offer André had to be content.

Under cover of darkness they crossed to the other side of the river and began the journey that was to end in André's capture at Tarrytown. How he passed through the American lines until he met the three patriots — John Paulding, Isaac van Wort, and David Williams — guarding the road, how he mistook them for British sympathizers and declared himself to be an officer of his Majesty the King, how they seized him, searched him, refused his offers of tremendous sums and took him to the Continental authorities and the end that came to him as a war-time spy are familiar matters of history. That day's work in Treason House was to bring nothing but disaster to the men who engaged in it.

Benedict Arnold had expected the British to come up the river to seize West Point on the day arranged for. Confidently he was waiting for them. But on the scheduled day General Washington himself arrived on the scene, sending ahead of him his aid, Alexander Hamilton, to announce his coming. The news broke on Arnold like a bombshell. At practically the same moment there arrived a note from André telling of his capture. In that crisis Arnold proved that no matter how great a scoundrel he might be he was

nevertheless a man of extraordinary courage. In a calm tone he asked his roomful of Continental officers and guests to excuse him for a few minutes. He went to the door and ordered his servant to saddle his fastest horse and bring it up at once. Then he stepped upstairs to his wife, the former Peggy Shippen, whose machinations on behalf of the British have since been established.

"The plot has been discovered," he announced. "I must escape at once."

Again he returned calmly to his guests, chatted with them for a few moments, and for a second time excused himself. There came a clatter of stones, a flying horse, and a rider charged down the steep trail to the river bank, known to this day as Arnold's Path. At the shore waited Arnold's six-oared barge. He flung himself from his mount, settled himself in the stern of the boat, and drew out his pistols.

"Row," he commanded, "down the river until I give you the word to stop."

The barge pulled out into midstream, and the rowers bent to their oars. Off Verplanck's Point there still lay the Vulture, and it was alongside the British sloop that Arnold's barge finally pulled up. He stepped on board. The news was carried to Washington. "Whom can we trust now?" was all he said.

There remained behind Arnold's wife, the famous Tory beauty, in the hands of the Americans her husband had betrayed. Always she had hated the Continental cause; never, according to all accounts, had she ceased urging Arnold to betray the Americans and thus win a high position and maybe a peerage from the British. She came from an ancient Royalist family in Philadelphia. André had been one of her most devoted admirers. What did she do when her husband stood exposed as a traitor before the world?

"I saw an amiable woman," wrote Alexander Hamilton to his fiancée, "frantic with distress for the loss of a husband she tenderly loved, a traitor to his country, a disgrace to his connections; it was the most affecting scene I was ever witness to. She for a considerable time entirely lost herself. One moment she raved;

another she melted into tears. We have every reason to believe that she was entirely unacquainted with the plan and that the first knowledge of it was when Arnold went to tell her he must banish himself from his country and from her forever. She instantly fell into a convulsion and we left her in that situation."

Within a few days a letter to Washington arrived from the fugitive. He asked his former commander to protect Mrs. Arnold "from every insult and injury that a mistaken vengeance of my country may expose her to." He concluded by saying that she was "as innocent as an angel."

But was she? Under a Continental safe conduct she was returned to her father in Philadelphia. On the way she stopped for a night at the house of a friend, Mrs. Theodosia Prevost of Paramus, N. J., who was the fiancée of Aaron Burr, and the widow of a British officer. To Mrs. Prevost she confided that she had become weary of simulating frenzied distress over her husband's act. She had been in correspondence with the British, she said. She was disgusted with the American cause. She had worked upon her embittered husband until she had persuaded him into the plan to surrender West Point. When Mrs. Prevost married Aaron Burr she told him of the entire conversation, and he in turn disclosed it in his memoirs.

The defection of Arnold does not seem to have been of much service to the British cause. He led their troops in a number of expeditions, none of which were of any great importance. The new Republic hated him. When the war ended in an American victory he crossed to England, where honors and money gifts were heaped upon him by the British monarch. The sum of £6,000 was voted to him as well as a pension of £500 a year to Mrs. Arnold. He attempted to enter the military service and failed. He became a merchant and trader to the West Indies. For a time he lived in Canada, but there is no record of his ever appearing again in the United States.

The memory of that black day at Treason House seems to have been with him to his death. The hatred of the countrymen he had betrayed reached over seas and struck him down. Brooding

through the years, he fell victim to a racking nervous disease from which he died in 1801, calling on his deathbed, it is told, for his old American uniform. — *New York Times.*

II. DOGS AND MEN AT NOME

Balto, the long-haired Siberian sledge dog that guided his teammates into Nome when GUNNAR KASSON, with his precious freight of diphtheria serum, had lost the trail, should have a monument when he lies beneath the tundra. There could be no more fitting epitaph than his master's tribute:

I couldn't see the trail. Many times I couldn't even see my dogs, so blinding was the gale. I gave Balto, my lead dog, his head and trusted to him. He never once faltered. It was Balto who led the way. The credit is his.

Through whirling snow in the night hours KASSON smacked his whip over his "huskies." Balto had run true, keeping the course by instinct. Named after a pioneer, he was KASSON's lead-dog in the Moose sweepstakes race in 1915, which he won. He also headed the team that carried ROALD AMUNDSEN north when the Norwegian was preparing to fly by airplane to the North Pole. Balto comes of a breed that is half wolf. It is native to Siberia, where NANSEN reports having seen "many fine, powerful sledge dogs" at Ananyno. "It is reckoned," said NANSEN, "that they can go 90 versts at a stretch without feeding." Most of the "huskies" that took part in the relay run with the life-saving serum from Nenana to Nome were dogs of Siberian blood. Tough of fiber and big-lunged, they had undergone training in the Nome Derbies for just such an ordeal. Thousands of dollars change hands in these dog races. The winners are as famous in Alaska as Man o' War and Ladkin are in this part of the world.

The greatest of all races that Nome has known is the race against time with antitoxin on a course of 650 miles to stay the plague at Nome. There Dr. CURTIS WELCH, the town's only physician, was waiting anxiously for relief. If it did not come soon dwindling survivors might be burying the dead. Epidemics are peculiarly deadly in the subarctic. Day by day, as each "musher" picked

up the serum and gave his dogs their heads, the outside world heard how the race for the relief of Nome was going. We learned to know the men drafted to drive through the frozen wilderness from settlement to settlement, sometimes scores of miles apart. The speed at which they traveled threatened frostbite and exhaustion. But there was something indomitable about these seasoned veterans who volunteered their services: LEONARD SEPPALLA, the Finn; OLSON, HAMMON, "Eskimo" PETE, and GUNNAR KASSON, the Norwegian, a motley and hardy lot. "I was to be relieved at Safety," said KASSON, telling of the last lap, "but we did not stop. Balto knew the way." Six hundred and fifty miles through the snows, with the temperature far below zero and the wind raging, in five and a half days! That was the record they "hung up." Dr. WELCH, with the 300,000 units of antitoxin brought in, was soon able to report that the epidemic was "under control." — *New York Times.*

III

The wave that came upon me again buried me at once twenty or thirty feet deep in its own body, and I could feel myself carried with a mighty force and swiftness towards the shore a very great way; but I held my breath, and assisted myself to swim still forward with all my might. I was ready to burst with holding my breath, when, as I felt myself rising up so, to my immediate relief, I found my head and hands shoot out above the surface of the water; and though it was not two seconds of time that I could keep myself so, yet it relieved me greatly, gave me breath, and new courage. I was covered again with water a good while, but not so long but I held it out; and finding the water had spent itself, and began to return, I struck forward against the return of the waves, and felt ground again with my feet. I stood still a few moments to recover breath, and till the water went from me, and then took to my heels and ran with what strength I had farther towards the shore. But neither would this deliver me from the fury of the sea, which came pouring in after me again, and twice more I was lifted up by the waves and carried forwards as before, the shore being very flat. — DEFOE, *Robinson Crusoe.*

SUPPLEMENTARY EXERCISES[1]

PART I

I. Noun

A. Write the following sentences, supplying the forms indicated in the parentheses. Figure 1 calls for possessive singular; figure 2, possessive plural.

1. The (city 1) problems are different from the (country 1).
2. The (leader 2) fears spread like wildfire.
3. On the (speaker 2) platform were men of note.
4. This is due to the shape of the (earth 1) orbit.
5. The (boy 2) ages range from nine to fourteen.
6. The (woman 2) club will celebrate its tenth anniversary.
7. Jack took him to the (tailor 1) to be measured.
8. In 1917 many soldiers spent (New Year 1) at Yaphank.
9. I am a newspaper man with some (year 2) experience.
10. We are interested in our (child 2) welfare.
11. (Burns 1) songs are the best of his writings.
12. We went for a ride in the (Jones 2) car.
13. He referred to a two (hour 2) talk he had had with the Secretary.
14. The (Hughes 2) children are delightful.

B. Choose the correct word:

1. Did not great Julius bleed for (justice, justice') sake?
2. When he had gone only a little (way, ways) he stopped, and then turned back.

[1] These exercises are parallel to the exercises given in Part I and Part II in the choice of the correct word and in punctuation.

3. "For (goodness, goodness') sake," said Mary at her (wits, wits', wit's) end, "what can we do at a (minutes, minute's) notice?"
4. (Sam, Sam's) the gardener's tools are in the garage.
5. We often shop at (Park, Park's) and Tilford's.
6. For (pity, pity's) sake, why don't you help?
7. Our real problem was the (fence's height, height of the fence).
8. The martyrs died for (conscience, conscience') sake.

C. Punctuate the following:

1. She merely nodded to him her mouth pursed in a moody smile.
2. I went to see a remarkable invention the work of a government employee.
3. We saw no signs of its clubs its restaurants or its theaters.
4. They have given us much valuable information information we should not be slow to use.
5. The captives were taken to Torquilstone the stronghold of Front-de-Bœuf.
6. "Good heavens Tom you don't expect me to furnish all the fun, do you?"
7. No sir I don't like his looks or his voice or his manner.
8. "My dear child" said she her irritation quite gone "why do you weep?"
9. These pictures will illustrate a new edition of the works of Paul Du Chaillu the noted explorer of nearly a century ago.

II. Pronoun

A. Choose the correct word:

1. (Who, whom) did they say it is for?
2. Will you send this to some one (who, whom) you think will use it?
3. (Who, whom) do you believe now?
4. He asked you and (I, me) to go.
5. It couldn't have been (he, him) who spoke.

6. That's (they, them) I'm sure.
7. Have you seen (any one's else, any one else's) report?
8. Every one began to talk at the top of (his, their) voice.
9. There wasn't the slightest doubt of (it, its, it's) being John.
10. (It's, its) a thing I don't understand.
11. (Them, those) things don't appeal to me.
12. If I were (he, him) I would go at once.
13. Mrs. Thomas and (myself, I) regret that we cannot go.
14. The special committee, (who, which) had been selected to do relief work, was composed largely of experts.
15. It was Mrs. French, (she, her) whom we had known as Mary Stone.
16. (The both of them, both of them) came in.
17. If any one calls ask (him, them) to come in.
18. (Who, whom) does he think I am?

B. Punctuate the following:

1. Get out all of you.
2. One of the boys being ill we went home.
3. You he and I must undertake the work.
4. The announcement was made by Owen Smith one of the directors of the bank.
5. We could not provide seats for all more having come than we had expected.

III. Adjective

A. Choose the correct word:

1. She can play as (good, well) as any one I know.
2. "Scribner's" is celebrating (its, it's) (forty first, forty-first) birthday.
3. I can't solve (this, this here) problem.
4. She is a (real, very) pleasant woman.
5. I can't tell you how (bad, badly) I feel about it.
6. He feels (different, differently) about it from what he used to.

7. The (last, latest) number of "Harper's" is very interesting.
8. I am sure you will find it (alright, all right).
9. (A, an) historical novel is not always interesting.
10. Do you like (old fashion, old-fashioned) houses?
11. Of the two towns the (older, oldest) is the (more, most) attractive.
12. Every tree and every flower had done (its, their) best to make the landscape beautiful.

B. Punctuate the following:

1. A tall soldierly figure appeared.
2. Lincoln weary from his cares and his private sorrows sought refuge in solitude.
3. Eager to try out his new theory George applied to his friends for help.
4. The minutes tense with anxiety passed all too slowly.
5. He crossed the long narrow rickety bridge.
6. An accident finds him calm collected resourceful.
7. One cold crisp winter day we decided to hike through the mountains.

IV. Verb

A. Choose the correct word:

1. One of the B batteries (is, are) out.
2. Neither the man nor his wife (was, were) able to speak English.
3. The book as well as the magazines (is, are) to be sent by mail.
4. A hundred dollars (is, are) not too much to pay for expert opinion.
5. We found it (laying, lying) on the front porch.
6. The boat, and not the train, (was, were) late.
7. The ingenuity, the energy, and the perseverance shown by our fliers (seem, seems) hard to equal.

8. Three months (is, are) a long time to be ill.
9. A tug towing a long string of barges (struggle, struggles) up the river.
10. There (is, are) several letters in the box for you.
11. Why not take it now? It (don't, doesn't) cost much.
12. Far in the distance (loom, looms) up a range of mountains.
13. If you keep on this way, you will (lose, loose) your health.
14. They (lead, led) him out to an open place.
15. We cannot (accept, except) your excuses any longer.
16. He has gone up stairs to (lie, lay) down.
17. I (brought, took) the book home last night.
18. He has (came, come) every vear since we have lived in this house.
19. This is to be (taken, took) away at once.
20. When they (lose, loose) the barge it will float down the river.
21. He (had, ——) ought to go at once.
22. On either side of the track (is, are) rows of houses.

B. Punctuate the following:

1. Let us eat drink and be merry, for tomorrow we die.
2. Emerson's self-reliant man stands in the erect position commands his limbs works miracles.
3. The great aviator appeared on the field at six o'clock inspected his plane and then bid the officials farewell.

V. Adverb

A. Choose the correct word:

1. (Most, almost) always he brings a friend with him.
2. You (can, can't) hardly tell the copy from the original.
3. He is (to, too, two) short (to, too, two) reach the last (to, too, two) books.
4. He is (altogether, all together) (to, too) independent.
5. (Their, there) were all sorts of reasons for hasty flight.
6. He is a (real, very) competent operator.

7. He had (already, all ready) delivered his message.
8. He acts (different, differently) from his brother.
9. I've looked for it (everywhere, every place).
10. She isn't in school, Miss Clark, (I think, I don't think).
11. It is (rather, quite) cold today.
12. We are (quiet, quite) reconciled to our misfortunes.

B. Punctuate the following:

1. For the most part we could not see the ground. At times however there were holes in the fog.
2. The climate too was his enemy.
3. His work moreover was too confining.
4. Yes that will answer the purpose very well my dear fellow.
5. He did the work slowly thoughtfully exactly.

C. Punctuate the following:

1. His friends loved him and admired him moreover they respected and even feared him.
2. His story sounded very plausible however the police held him for further questioning.
3. He had suffered much himself therefore he had learned to sympathize with the woes of others.
4. Active life palled upon him at times then he turned to his books.

VI. Preposition

A. Choose the correct word:

1. He would (of, have) gone if he could (of, have).
2. May I borrow a pen (off, from) you?
3. The fire has gone out (on me, ——).
4. (Who, whom) do you wish to give this to?
5. (In back of, behind) the safe was a secret door.
6. Give the message to (whoever, whomever) answers the telephone.
7. Give this message to (whoever, whomever) you see.

B. Punctuate the following:

1. This in brief is my message.
2. He has kept himself fit by walking by skating and by swimming.
3. Facts are after all the most powerful arguments against misrepresentation.
4. This pension is not in any sense charity.
5. He has won the affection of his countrymen in fact he has won the affection of all men.
6. We read some realistic fiction in high school for instance "Silas Marner."

VII. Conjunction

A. Choose the correct word:

1. He heard the dogs barking and (the creaking of the drawbridge, the drawbridge creaking).
2. He was neither sad (or, nor) tired.
3. He writes (like, as) I do.
4. On the desk were books, papers, pens, (etc., ——) in great confusion.
5. He sees things in a different way (than I, from what I do).

B. Punctuate the following:

1. She would not leave her jewels in the safe nor would she send them to the bank.
2. The landing was thrilling for the flier appeared to be attempting the impossible.
3. He was noted for shrewdness courage and honesty.
4. He came to me seeking advice but I could not give him much help.
5. Just then her head struck against the roof of the hall in fact she was now rather more than nine feet high and she at once took up the golden key and hurried off to the garden door.

— Carroll, *Alice in Wonderland.*

PART II

I. Noun

A. In the following selection put the possessive sign where it belongs. (There are twenty-five nouns ending in *s*.)

When we reached New York the din of a great city rose in full tide around us. Taxicabs and horse-drawn vehicles, disgorged by the ferries, bewildered us as we threaded our way to the street cars. The clop, clop of horses hoofs upon the cobblestones and a drivers shrill whistle made us dash to a zone of safety.

Once on the car, complying with the conductors good-natured request, we pushed our way to the front, and after a moments delay the car jarred ahead and then crawled on.

Finally we reached East 34th Street, and there found a shoppers paradise. Mens, womens, misses, childrens, and babies clothing was being offered at reduced prices. At Tracys we found boys sheepskin coats and girls raincoat sets below cost.

When we reached home that night, we felt satisfied with the days shopping, for we realized that we had purchased about a hundred dollars worth of merchandise for fifty dollars.

B. Choose the correct word:

1. When fire and earthquake had destroyed two (capitals, capitols), the people of Guatemala built a third city high on a tableland.
2. After January the first, there will be a large amount of (capital, capitol) seeking reinvestment.
3. The other night I saw a good picture at the (Capital, Capitol).

4. Some states have abolished (capital, capitol) punishment.
5. Write *Bible* with a (capital, capitol) letter.
6. That was a (capital, capitol) story he told.
7. The general (principal, principle) on which the coming conferences will be based is familiar to us.
8. Her father's will does not permit her to spend her (principal, principle). She must live on the interest.
9. The new show has a good and willing pair of (principals, principles).
10. Next month there is to be a meeting of superintendents and (principals, principles).

C. Punctuate the following:

"Well sir that is all I can tell you." He stood motionless by the window his hat in his hand. The foggy atmosphere outside, heavy with the smoke from apartment houses power houses and factories, seemed to darken the room.

"Are you sure Clark?"

"Yes sir."

"How do you account for the missing papers books and files?"

"Honestly Mr. Dane I can't account for them." Here he turned, put his hat on his head, and leaned against the window frame his hands in his pockets.

"Do you know Bill the night watchman?"

"Of course, I do sir." He took several steps toward me his listlessness quite gone. "Mr. Dane you don't — you can't —."

"Go ahead old man," I said; "take me into your confidence."

II. Pronoun

A. Choose the correct word:

1. They picked out the man (who, whom) they believed capable.
2. (Who, whom) did you give it to?
3. (Who, whom) did you see last night?
4. I don't care for (any one's else, any one else's) opinion.

5. (Who, whom) do you believe is responsible for the disaster?
6. Are you sure it was (she, her)?
7. He referred the matter to me who (am, is) junior counsel.
8. He has given you and (I, me) permission to go.
9. That's (they, them) now. I can tell by the noise.
10. If only every one would do (his, their) "bit," we should be able to make a record.
11. (It's, its) a matter I don't care to discuss.
12. How do you use (them, those) things?
13. What do you think about (our, us) going (south, South)?
14. The committee (which, who) meets tomorrow is composed of many prominent men.
15. They consult him more than (I, me). (Interpret in two ways.)
16. Gazing (eastward, toward the east), which could not but attract my attention, I saw the sun rising.
17. I gave it to John Forest, (he, him) (who, whom) we always send as messenger.
18. I cannot understand why (the both of them, both of them) left.
19. My brother and (I, myself) have not been consulted.
20. Neither the prisoner nor the guard could take (his, their) ease.

B. Punctuate the following:

1. Rebecca one of the characters in "Ivanhoe" was the daughter of Isaac of York.
2. Come here you rascal.
3. Some of the class having backed out we gave up the dance.
4. I received a telegram from Tom Leach one of the boys you met last winter.
5. He they and you have been selected for the first program.
6. They themselves are to blame no one else having been consulted.

III. Adjective

A. Choose the correct word:

1. I don't believe that any person can do the work as (good, well) as a machine can do it.
2. He is offering peace to (a, an) harassed world.
3. (That, those) kind of (house, houses) (is, are) (old fashioned, old-fashioned).
4. The country was far different (from, than) (what he had expected, he had expected).
5. (The Reverend Chapman, The Reverend John Chapman) pronounced the benediction.
6. (Get hold, get a hold) of that end, boys.
7. I like this machine because it is (simpler, more simpler) than the other.
8. Many people enjoy the poems of Robert Frost more than those of (any, any other) contemporary American poet.
9. Since his trip to California he is (some, somewhat) improved in health.
10. May I take (this, this here) book upstairs?
11. I feel (real, very) (bad, badly) about the accident.

B. Punctuate the following:

1. The play leaves a deep impression — somber upright tragic.
2. Mr. Blank is an earnest dramatist eager to develop himself and his art.
3. The story infinitely more terrible in its details than in its general outline was then repeated.
4. He taxied over the narrow field swampy in spots and came to a stop before the crowd the most enthusiastic he had ever seen.
5. What called to her was the night outside the soft cool shadowy night.

IV. Verb

A. Choose the correct word:

1. I rather enjoy thunder and (lightening, lightning).
2. I (did not hear, have not heard) from him yet.
3. Rosalind realized that Orlando (cut, had cut) her name on the trees.
4. If you (had helped, would have helped) us, we should have finished earlier.
5. If you (were, had been) there, you would have admired his game fight.
6. We fear that we (shall, will) be unable to give you assistance.
7. Cold (developes, develops) very quickly.
8. The (Senate, Senate's) investigating the matter has aroused the interest of the whole country.
9. Things have not (panned out, planned out) very well.
10. (Leave, let) me help you with that.
11. It has (laid, lain) here so long I don't like to take it.
12. At home the popular (affect, effect) of his various foreign missions (has, have) been of the best.
13. Not one of his plans (has, have) failed of accomplishment.
14. In recent years economics (has, have) become a matter of public interest.
15. Along the west shore of the river are many brick sheds, which (mar, mars) the beauty of the scene.
16. The lovely blue sky together with the river and the sleepy little village (make, makes) a pleasing picture.
17. It is I, the woman, who (suffer, suffers).
18. Where did you say the Adirondacks (are, were)?
19. (Are, is) either of you going to town?
20. You (better, 'd better) go now.
21. My father (learned, taught) me to do that.
22. The murderer will be (hung, hanged) at sunrise.
23. He tried to tell what (happened, had happened).

B. Choose the correct word:

1. We were too high to see how our airplane (affected, effected) the villagers.
2. Sale by James and Co. — for a limited time only — to (affect, effect) the immediate settlement of their special partner's claims.
3. The selling wave in yesterday's session had a somewhat chilling (affect, effect) on commission house sentiment.
4. Things as far apart as goats in Oregon and goats in Texas (affect, effect) production in New England.
5. This operation is said to have (affected, effected) an astonishing improvement even in people who have been deaf for thirty years.
6. The State pension schemes now in (affect, effect) are still open to discussion.
7. What will be the general (affect, effect) of this project on the beauty of the city?

C. Correct the errors in the following sentences:

1. Upon arriving in the capital, the field turned out to be a mass of soft, sticky mud.
2. Having reached the city, the people turned out to welcome the "lone eagle."
3. Being asked to attend the meeting, my delight knew no bounds.
4. Nearing the village, a great din reached his ears.
5. I intended to have seen him yesterday.
6. I meant to have written about our tickets last week.

V. Adverb

A. Choose the correct word:

1. Well, it must be (somewhere, somewheres).
2. A little (farther, further) along they found signs of life.
3. "(First, firstly), force is temporary," said Edmund Burke.

4. We ought (to quickly relieve suffering, to relieve suffering quickly).
5. This heating system is (equally as, as) satisfactory as the more expensive kinds.
6. He went (immediatly, immediately).
7. You are (probally, probably) right.
8. (All were, every one was) dressed alike.

B. Punctuate the following:

Well at that he rose quickly looked around more or less contemptuously then strode from the room in a little while however he returned and spoke his mind indeed he spoke everyones mind for slowly quietly but surely he was changing public opinion.

VI. Preposition

A. Choose the correct word:

1. She cut the cake (in, into) little pieces.
2. He ran (in, into) the house.
3. The rogues threw the spoils (in, into) the river.
4. They divided the proceeds (between, among) five charity organizations.
5. We will sell it to (whoever, whomever) makes the best bid.
6. I was down (at, to) the post office when I heard the news.

B. Punctuate the following:

1. We all enjoy laughter in fact we are beginning to realize with Hilaire Belloc that it is one of the few things "worth the wear of winning."
2. By birth by breeding and by habit he was a gentleman.
3. He must not of course be confused with the Englishman of the same name.
4. We are having many new versions of old stories for example Robinson's "Tristam" and Masefield's "Tristan and Isolt."
5. After all unless you break your marbles you can have no mosaic.

— *New York Times.*

6. Foreign optimism about our prosperity may be due to contrast with conditions abroad on the other hand it may be the result of true perspective.

— *New York Times.*

VII. Conjunction

A. Correct the errors in the following:

1. He was a boy of a timid disposition and who was always conscious of himself.
2. We not only were interested in the natural and physical sciences but also in the sciences that have to do with the mind.
3. He acts differently now than he did then.
4. I don't doubt but what he is a hero.
5. The reason why he went was because he needed money.
6. He is taller, though not so heavy, as I.
7. It was a long, long road and we finally reached the end.
8. Being that you are his friend, we will welcome him.
9. We read about the experiences of the old trader and how he finally came into a fortune.
10. I will either meet you at the library or at the restaurant.
11. We learned about Scott, who at first was a poet but later he became a writer of prose romance.

B. Punctuate the following:

1. He has not returned yet nor is he likely to return to-night.
2. But no such word
Was ever spoke or heard
For up stood for out stepped for in struck amid all these
— A captain? a lieutenant? a mate — first second third?

— Browning, *Hervé Riel.*

3. In truth we ought not to pray at all or we ought to pray in this simple and noble fashion.

— Marcus Aurelius, *Meditations.*

4. Bread of flour is good but there is bread sweet as honey in a good book.

— RUSKIN, *Kings' Treasuries.*

5. Thou sufferest . . . justly for thou choosest rather to become good to-morrow than to be good to-day.

— MARCUS AURELIUS, *Meditations.*

VIII. Clause and Phrase

Restrictive and Non-Restrictive

A. Punctuate the following:

1. The Spirit of St. Louis of which they had heard so much swept from the sky and made a perfect landing.
2. He finally landed from the east running almost the entire length of the field before his machine came to a stop.
3. The Constitution and the statutes which interpret it make the solution of the problem perfectly clear.
4. Nothing could deliver us from the fury of the sea which came pouring in upon us.
5. Lincoln's "First Inaugural Address" which was devoted wholly to saving the Union without war was delivered on March 4, 1861.
6. The original manuscript of "Paradise Lost" dictated by Milton to his daughters and others is in the Morgan library.
7. Beyond the road was a stream parts of which were frozen so that the water was hidden from view.
8. Men thoroughly trained in some mechanic art are very nearly sure of economic independence.

IX. Miscellaneous

A. Punctuate the following:

1. Lincoln it will be remembered made an address in Independence Hall on February 22, 1861.
2. In every society there have always existed and always will

exist many persons who because of illness or accident become incapacitated.

3. The report does not as I understand it pretend to be conclusive.
4. Flights of American aviators have as it were revealed a new America to Europe.
5. This opinion to be perfectly frank is biased by personal interest.
6. To make a long story short we finally finished our observations and then returned to civilization.
7. We study Milton's poems in high school that is his minor poems. (See page 288.)
8. There are four poems you must review namely "Prospice" "Saul" "Andrea del Sarto" and "My Last Duchess."
9. My reasons for objecting to your plan are as follows first it is too radical second it lacks dignity and third it gives no assurance of success. (See page 287.)
10. The colonists complain that they are taxed without their consent. You answer that you will fix the sum at which they shall be taxed that is you give them the grievance for the remedy. (See page 287.)

— BURKE, *Conciliation.*

B. Punctuate the following:

Alice tried another question what sort of people live about here
In *that* direction the Cat said waving his right paw round lives a Hatter and in *that* direction waving the other paw lives a March Hare visit either you like they are both mad
But I don't want to go among mad people Alice remarked
Oh you can't help that said the Cat we're all mad here I'm mad you're mad
How do you know I'm mad said Alice
You must be said the Cat or you wouldn't come here
Alice didn't think that proved it at all however she went on and how do you know that you're mad

To begin with said the Cat a dog's not mad you grant that
I suppose so said Alice
Well then the Cat went on you see a dog growls when it's angry and wags its tail when it's pleased now I growl when I'm pleased and wag my tail when I'm angry therefore I'm mad.

— CARROLL, *Alice in Wonderland.*

APPENDIX

I. In the lists on pages 269 to 274 we have given the principal parts of troublesome verbs in everyday use.

II. Pupils should work at the blackboard to show their familiarity with the principal parts of ordinary verbs like:

bend, bind, bleed, buy, build, cost, creep, cut, deal, dig, feed, feel, fight, find, fling, grind, have, hear, hit, hold, keep, learn, leave, make, mean, meet, need, put, sell, send, shed, shoot, shut, sleep, speed, split, spoil, spread, stand, stick, sting, string, sweep, swing, take, tell, think, weep, wet, win, wind.

III. Pupils should consult an unabridged dictionary for verbs like

bereave, cleave, heave, seethe, shred, strew or strow, thrive, thrust, thread, whet.

PRINCIPAL PARTS OF VERBS

PRESENT TENSE AND INFINITIVE	PAST TENSE [1]	PRESENT PARTICIPLE	PAST PARTICIPLE [2]
1. abide	abode	abiding	abode
2. accept (to receive a thing offered)	accepted	accepting	accepted
3. except (to leave out)	excepted	excepting	excepted
4. affect (to influence)	affected	affecting	affected

[1] Never use an auxiliary of any kind before this form.

[2] Always use an auxiliary before this form when the form is used as a verb.

PRESENT TENSE AND INFINITIVE	PAST TENSE	PRESENT PARTICIPLE	PAST PARTICIPLE
5. effect (to bring about, to accomplish)	effected	effecting	effected
6. awake	awoke, awaked	awaking	awoke, awaked
7. { be (infinitive) / am (present tense)	was	being	been
8. bear (to bring forth)	bore	bearing	born
9. bear (to carry)	bore	bearing	borne
10. bid (to command)	bid, bade	bidding	bidden
11. bid (to offer)	bid	bidding	bid
12. bite	bit	biting	bitten
13. blow	blew	blowing	blown
14. break	broke	breaking	broken
15. bring (to convey to the place where the speaker is)	brought	bringing	brought
16. take (to convey away from the place where the speaker is)	took	taking	taken
17. burn	burned, burnt	burning	burned, burnt
18. burst	burst	bursting	burst
19. can	could	——	——
20. cast	cast	casting	cast
21. catch	caught	catching	caught
22. choose (Note two *o*'s)	chose (Note one *o*)	choosing (Note two *o*'s)	chosen (Note one *o*)
23. cling	clung	clinging	clung
24. clothe	clothed (Pronounce *cloth*, *clothe*)	clothing	clothed, clad

PRESENT TENSE AND INFINITIVE	PAST TENSE	PRESENT PARTICIPLE	PAST PARTICIPLE
25. come	came (Practise this form particularly)	coming	come (Practise *has come, have come, had come*)
26. crow	crowed, crew	crowing	crowed crown (archaic)
27. dare	dared, durst	daring	dared
28. do	did	doing	done (Practise *have done, has done, had done*)
29. draw	drew	drawing	drawn
30. drink	drank	drinking	drunk drunken (used as adjective)
31. drive	drove	driving	driven
32. eat	ate (in England commonly pronounced *et*)	eating	eaten
33. emigrate (to go out from one country to live in another)	emigrated	emigrating	emigrated
34. immigrate (to come into a country to live)	immigrated	immigrating	immigrated
35. flee	fled	fleeing	fled
36. fly	flew	flying	flown
37. flow	flowed	flowing	flowed
38. overflow	overflowed	overflowing	overflowed
39. freeze	froze	freezing	frozen
40. get	got	getting	{ got gotten (especially in the United States)

PRESENT TENSE AND INFINITIVE	PAST TENSE	PRESENT PARTICIPLE	PAST PARTICIPLE
41. **give**	gave	giving	given
42. go	went (Practise this form especially)	going	gone (Practise *have gone, has gone, had gone*)
43. grow	grew	growing	grown
44. hang (to suspend)	hung	hanging	hung
45. hang (to put to death)	hanged	hanging	hanged
46. hide	hid	hiding	hidden, hid
47. hurt	hurt	hurting	hurt
48. knit	knit, knitted	knitting	knit, knitted
49. know	knew	knowing	known
50. lead	led *	leading	led *
51. let	let	letting	let
52. lie (to tell an untruth)	lied	lying *	lied
53. lie (to recline, to rest)	lay	lying *	lain
54. lay (to place)	laid *	laying	laid *
55. light	lighted, lit	lighting	lighted, lit
56. loose (to unbind, to free)	loosed	loosing	loosed
57. lose (to fail to keep)	lost	losing	lost
Note difference in pronunciation of 56 and 57.			
58. may	might	——	——
59. must (Originally *must* was the past of *mote*, now archaic)	——	——	——
60. ought (Originally *ought* was the past of *owe*)	——	——	——

* Note spelling.

PRESENT TENSE AND INFINITIVE	PAST TENSE	PRESENT PARTICIPLE	PAST PARTICIPLE
61. quit	quit, quitted	quitting	quit, quitted
62. read	read	reading	read
63. rid	rid	ridding	rid
64. ride	rode	riding	ridden
65. ring	rang	ringing	rung (Practise *have rung, has rung, had rung*)
66. rise	rose	rising	risen
67. run	ran	running	run
68. say	said	saying	said
69. see	saw	seeing	seen
70. set	set	setting	set
71. shake	shook	shaking	shaken
72. shall	should	——	——
73. will	would	——	——
74. shine	shone	shining	shone
75. shoe	shod	shoeing *	shod
76. show	showed	showing	shown, showed
77. shrink	shrank	shrinking	shrunk shrunken (used as adjective)
78. shut	shut	shutting	shut
79. sing	sang	singing	sung
80. sink	sank	sinking	sunk sunken (used as adjective)
81. sit	sat	sitting	sat
82. slay	slew	slaying	slain
83. sow (to scatter, as seed)	sowed	sowing	sowed, sown
84. sew (to fasten by stitches)	sewed	sewing	sewed, sewn
85. speak	spoke	speaking	spoken
86. spin	spun	spinning	spun

* Note spelling.

PRESENT TENSE AND INFINITIVE	PAST TENSE	PRESENT PARTICIPLE	PAST PARTICIPLE
87. spit	spit	spitting	spit
88. spring	sprang	springing	sprung
89. steal	stole	stealing	stolen
90. strike	struck	striking	struck
91. swear	swore	swearing	sworn
92. sweat	sweat, sweated	sweating	sweat, sweated
93. swim	swam	swimming	swum (Practise *have swum, has swum, had swum*)
94. take	took	taking	taken
95. throw	threw	throwing	thrown
96. wear	wore	wearing	worn
97. weave	wove	weaving	woven
98. work	worked, wrought	working	worked, wrought
99. wring	wrung	wringing	wrung
100. write	wrote	writing *	written

Note spelling of the following present participles:

dying from *die*
lying from *lie*
tying from *tie*
dining from *dine*
shining from *shine*
writing from *write*

CONJUGATION OF *BE* OR *AM*

be or *am, was, being, been*

NO VOICE

INDICATIVE MOOD (*Mood of fact*)

PRESENT TENSE	PAST TENSE	FUTURE TENSE
Ordinary	*Ordinary*	*Ordinary*
I am	I was	I shall be
You are	You were	You will be
He is	He was	He will be

* Note spelling.

PRESENT TENSE	PAST TENSE	FUTURE TENSE
We are	We were	We shall be
You are	You were	You will be
They are	They were	They will be
Progressive	*Progressive*	*Special*
I am being	I was being	I will be
You are being	You were being	You shall be
He is being	He was being	He shall be
We are being	We were being	We will be
You are being	You were being	You shall be
They are being	They were being	They shall be
PRESENT PERFECT TENSE	PAST PERFECT TENSE	FUTURE PERFECT TENSE
I have been	I had been	I shall have been
You have been	You had been	You will have been
He has been	He had been	He will have been
We have been	We had been	We shall have been
You have been	You had been	You will have been
They have been	They had been	They will have been

Subjunctive Mood (*Mood of doubt or condition*)

PRESENT TENSE	PAST TENSE	FUTURE TENSE
Ordinary	*Ordinary*	*Ordinary*
I be	I were	——
You be	You were	——
He be	He were	——
We be	We were	——
You be	You were	——
They be	They were	——
Progressive	*Progressive*	*Progressive*
——	I were being	——
——	You were being	——
——	He were being	——
——	We were being	——
——	You were being	——
——	They were being	——
PRESENT PERFECT TENSE	PAST PERFECT TENSE	FUTURE PERFECT TENSE
I have been	I had been	——
You have been	You had been	——
He have been	He had been	——
We have been	We had been	——
You have been	You had been	——
They have been	They had been	——

Imperative Mood

PRESENT TENSE

Ordinary		*Special*	
Be (thou or you)	Be (ye or you)	Do be (thou or you)	Do be (ye or you)

Potential Mood

PRESENT TENSE	PAST TENSE	FUTURE TENSE
I may be	I might be	——
You may be	You might be	——
He may be	He might be	——
We may be	We might be	——
You may be	You might be	——
They may be	They might be	——

PRESENT PERFECT TENSE	PAST PERFECT TENSE	FUTURE PERFECT TENSE
I may have been	I might have been	——
You may have been	You might have been	——
He may have been	He might have been	——
We may have been	We might have been	——
You may have been	You might have been	——
They may have been	They might have been	——

Verbals

PARTICIPLES

PRESENT	PAST	PERFECT
being	been	having been

GERUNDS

PRESENT	PERFECT
being	having been

INFINITIVES

PRESENT	PERFECT
to be	to have been

CONJUGATION OF A TRANSITIVE VERB

Principal Parts

see, saw, seeing, seen

ACTIVE VOICE (*subject acting*)

Indicative Mood (*mood of fact*)

PRESENT TENSE	PAST TENSE	FUTURE TENSE
Ordinary	*Ordinary*	*Ordinary*
I see	I saw	I shall see
You see	You saw	You will see
He sees	He saw	He will see
We see	We saw	We shall see
You see	You saw	You will see
They see	They saw	They will see
Progressive	*Progressive*	*Progressive*
I am seeing	I was seeing	I shall be seeing
You are seeing	You were seeing	You will be seeing
He is seeing	He was seeing	He will be seeing
We are seeing	We were seeing	We shall be seeing
You are seeing	You were seeing	You will be seeing
They are seeing	They were seeing	They will be seeing
Special	*Special*	*Special*
I do see	I did see	I will see
You do see	You did see	You shall see
He does see	He did see	He shall see
We do see	We did see	We will see
You do see	You did see	You shall see
They do see	They did see	They shall see

PRESENT PERFECT TENSE	PAST PERFECT TENSE	FUTURE PERFECT TENSE
Ordinary	*Ordinary*	*Ordinary*
I have seen	I had seen	I shall have seen
You have seen	You had seen	You will have seen
He has seen	He had seen	He will have seen
We have seen	We had seen	We shall have seen
You have seen	You had seen	You will have seen
They have seen	They had seen	They will have seen
Progressive	*Progressive*	*Progressive*
I have been seeing	I had been seeing	I shall have been seeing
You have been seeing	You had been seeing	You will have been seeing
He has been seeing	He had been seeing	He will have been seeing
We have been seeing	We had been seeing	We shall have been seeing
You have been seeing	You had been seeing	You will have been seeing
They have been seeing	They had been seeing	They will have been seeing

Subjunctive Mood

PRESENT TENSE	PAST TENSE	FUTURE TENSE
Ordinary	*Ordinary*	*Ordinary*
I see	I saw	——
You see	You saw	——
He see	He saw	——
We see	We saw	——
You see	You saw	——
They see	They saw	——
Progressive	*Progressive*	*Progressive*
I be seeing	I were seeing	——
You be seeing	You were seeing	——
He be seeing	He were seeing	——
We be seeing	We were seeing	——
You be seeing	You were seeing	——
They be seeing	They were seeing	——

PRESENT PERFECT TENSE	PAST PERFECT TENSE	FUTURE PERFECT TENSE
Ordinary	*Ordinary*	*Ordinary*
I have seen	I had seen	——
You have seen	You had seen	——
He have seen	He had seen	——
We have seen	We had seen	——
You have seen	You had seen	——
They have seen	They had seen	——
Progressive	*Progressive*	*Progressive*
I have been seeing	I had been seeing	——
You have been seeing	You had been seeing	——
He have been seeing	He had been seeing	——
We have been seeing	We had been seeing	——
You have been seeing	You had been seeing	——
They have been seeing	They had been seeing	——

Imperative Mood

PRESENT TENSE

Ordinary		*Special*	
See (thou or you)	See (ye or you)	Do see (thou or you)	Do see (ye or you)

Potential Mood

PRESENT TENSE	PAST TENSE	FUTURE TENSE
Ordinary	*Ordinary*	*Ordinary*
I may see	I might see	——
You may see	You might see	——
He may see	He might see	——
We may see	We might see	——
You may see	You might see	——
They may see	They might see	——
Progressive	*Progressive*	*Progressive*
I may be seeing	I might be seeing	——
You may be seeing	You might be seeing	——
He may be seeing	He might be seeing	——
We may be seeing	We might be seeing	——
You may be seeing	You might be seeing	——
They may be seeing	They might be seeing	——
PRESENT PERFECT TENSE	PAST PERFECT TENSE	FUTURE PERFECT TENSE
Ordinary	*Ordinary*	
I may have seen	I might have seen	——
You may have seen	You might have seen	——
He may have seen	He might have seen	——
We may have seen	We might have seen	——
You may have seen	You might have seen	——
They may have seen	They might have seen	——
Progressive	*Progressive*	*Progressive*
I may have been seeing	I might have been seeing	——
You may have been seeing	You might have been seeing	——
He may have been seeing	He might have been seeing	——
We may have been seeing	We might have been seeing	——
You may have been seeing	You might have been seeing	——
They may have been seeing	They might have been seeing	——

PASSIVE VOICE (*subject acted upon*)

Indicative Mood

PRESENT TENSE	PAST TENSE	FUTURE TENSE
Ordinary	*Ordinary*	*Ordinary*
I am seen	I was seen	I shall be seen
You are seen	You were seen	You will be seen
He is seen	He was seen	He will be seen
We are seen	We were seen	We shall be seen
You are seen	You were seen	You will be seen
They are seen	They were seen	They will be seen

PRESENT TENSE	PAST TENSE	FUTURE TENSE
Progressive	*Progressive*	*Special*
I am being seen	I was being seen	I will be seen
You are being seen	You were being seen	You shall be seen
He is being seen	He was being seen	He shall be seen
We are being seen	We were being seen	We will be seen
You are being seen	You were being seen	You shall be seen
They are being seen	They were being seen	They shall be seen

PRESENT PERFECT TENSE	PAST PERFECT TENSE	FUTURE PERFECT TENSE
I have been seen	I had been seen	I shall have been seen
You have been seen	You had been seen	You will have been seen
He has been seen	He had been seen	He will have been seen
We have been seen	We had been seen	We shall have been seen
You have been seen	You had been seen	You will have been seen
They have been seen	They had been seen	They will have been seen

Subjunctive Mood

PRESENT TENSE	PAST TENSE	FUTURE TENSE
Ordinary	*Ordinary*	*Ordinary*
I be seen	I were seen	——
You be seen	You were seen	——
He be seen	He were seen	——
We be seen	We were seen	——
You be seen	You were seen	——
They be seen	They were seen	——
Progressive	*Progressive*	*Progressive*
——	I were being seen	——
——	You were being seen	——
——	He were being seen	——
——	We were being seen	——
——	You were being seen	——
——	They were being seen	——

PRESENT PERFECT TENSE	PAST PERFECT TENSE	FUTURE PERFECT TENSE
I have been seen	I had been seen	——
You have been seen	You had been seen	——
He have been seen	He had been seen	——
We have been seen	We had been seen	——
You have been seen	You had been seen	——
They have been seen	They had been seen	——

Potential Mood

PRESENT TENSE	PAST TENSE	FUTURE TENSE
I may be seen	I might be seen	——
You may be seen	You might be seen	——
He may be seen	He might be seen	——
We may be seen	We might be seen	——
You may be seen	You might be seen	——
They may be seen	They might be seen	——

PRESENT PERFECT TENSE	PAST PERFECT TENSE	FUTURE PERFECT TENSE
I may have been seen	I might have been seen	——
You may have been seen	You might have been seen	——
He may have been seen	He might have been seen	——
We may have been seen	We might have been seen	——
You may have been seen	You might have been seen	——
They may have been seen	They might have been seen	——

VERBALS

Participles

	PRESENT	PAST	PERFECT
Active	seeing	——	having seen
Progressive	——	——	having been seeing
Passive	being seen	seen	having been seen

Gerunds

	PRESENT	PERFECT
Active	seeing	having seen
Passive	being seen	having been seen

Infinitives

	PRESENT	PERFECT
Active	to see	to have seen
Progressive	to be seeing	to have been seeing
Passive	to be seen	to have been seen

QUESTIONS

1. Why has *be*, *am* two forms for the present?
2. What is the auxiliary of perfect tenses? With what is it combined?
3. What are the auxiliaries of future tenses? With what are they combined?
4. What are the two essential elements of a progressive form? of a passive form?
5. How does the formation of the present perfect tense of the potential mood differ from that of the indicative mood? of the past perfect?
6. Why can you make a progressive in the past tense of the subjunctive mood when you cannot make a progressive in the present tense of the subjunctive mood?
7. What is the most noticeable feature of the forms in the subjunctive mood?
8. Note that in the subjunctive and the potential mood the tenses take their names from their form rather than from their meaning; for instance, *were* is called past tense even when it refers to the present; *would go*, *should go*, *might go* are called past tense even when they refer to the future.

REVIEW OUTLINE OF PUNCTUATION

Part I

Period

1. Use the period at the end of a declarative sentence or of an imperative sentence.
2. Use the period after an abbreviation.
3. Use the period after a figure or a letter indicating the topics and subtopics in an outline.

Interrogation Point

Use the interrogation point at the end of a direct question.

Exclamation Point

1. Use the exclamation point at the end of an exclamatory sentence.
2. Use the exclamation point after an interjection when it expresses very strong feeling.

Quotation Marks

1. Use quotation marks to enclose the titles of books, magazines, newspapers, etc.

   (*a*) We read "The New York Times."

2. Use quotation marks to enclose a direct quotation.

   (*a*) "I cannot go," he said.

   (*b*) "I cannot go," he replied, "unless you accompany me."

3. Use single quotation marks to enclose a quotation within a quotation.

   (*a*) "Have you read 'Ivanhoe'?" she said.

Colon

Use the colon after the salutation of a business letter.

1. Dear Sir:
2. Gentlemen:
3. Dear Madam:
4. Mesdames:

Semicolon

1. The adverb.

   Use the semicolon before adverbs like *however, indeed, moreover, nevertheless, still, then, there* when they begin any clause in a compound sentence other than the first. (See page 75.)

2. The preposition.

   Use the semicolon before prepositional phrases like *in fact, for example, for instance, of course, at any rate,* when they begin any clause in a compound sentence other than the first. (See page 83.)

3. The clause.
   Use the semicolon to separate the two members of a compound sentence when the conjunction is not expressed. (See page 103.)

Comma

1. The noun.
   (*a*) Use the comma to cut off the construction containing a nominative absolute. (See page 15.)
   (*b*) Use the comma to cut off the noun independent by exclamation. (See page 15.)
   (*c*) Use the comma to cut off the noun independent by direct address. (See page 15.)
   (*d*) Use the comma to cut off the noun independent by pleonasm. (See page 15.)
   (*e*) Use the comma to cut off the appositive unless it is restrictive. (See page 16.)
   (*f*) Use the comma between the name of a village, a town, or a city and the name of a county or a state. (See page 16.)
   (*g*) Use the comma after the salutation of a friendly letter. (See page 16.)
   (*h*) Use the comma to separate nouns in a series. (See page 16.)

   Exception: Brown, Smith & Co.

2. The pronoun.
   (*a*) See rules for nouns. (See page 284.)
   (*b*) Do not use the comma to cut off the intensive pronoun. (See page 37.)
3. The adjective.
   (*a*) Use the comma to cut off the adjective in the appositive position, unless the connection between the adjective and the noun is very close. (See page 51.)
   (*b*) Use the comma to separate adjectives modifying or referring to the same noun if the adjectives are of

equal rank. Test the equality of the adjectives by supplying *and*. (See pages 51 and 52.)

(*c*) Use the comma after an adjective (with its modifiers) that stands at the beginning of a clause. (See page 52.)

4. The verb.

Use the comma to separate verbs in a series. (See page 63.)

5. The adverb.

(*a*) Use the comma to cut off the parenthetical adverb. (See page 75.)

(*b*) Use the comma to cut off the adverbs *yes* and *no*.

(*c*) Use the comma to separate adverbs in a series. (See page 75.)

6. The preposition.

(*a*) Use the comma to cut off the parenthetical prepositional phrase. (See page 83.)

(*b*) Use the comma to separate prepositional phrases in a series. (See page 83.)

7. The conjunction.

(*a*) Use the comma before the conjunction *but* when it connects clauses. (See page 91.)

(*b*) Use the comma before *or* and *nor* when they connect the two independent clauses of a compound sentence. (See page 91.)

(*c*) Usually use a comma before *and* when it connects the two independent clauses of a compound sentence. (See page 90.)

(*d*) Use a comma before *and*, *but*, *or*, *nor* when they connect two verbs (compound predicate) that are somewhat widely separated. (See page 91.)

(*e*) Use the comma before *and* when it connects the last two words or phrases or clauses in a series unless all the conjunctions are expressed. (See page 91.)

(*f*) Use the comma before the conjunction *for*. (See page 91.)

8. The interjection.
   (*a*) Use the comma to cut off the interjection. (See page 98).
   (*b*) Ordinarily do not use the comma to cut off *O*. (See page 98.)
   (*c*) Use the comma to separate interjections in a series. (See page 99.)
9. The independent clause.
   (*a*) Use the comma to separate the members of a series of short independent clauses. (See page 103.)
   (*b*) Use the comma to separate two independent clauses when the conjunction (*and, but, or, nor*) is expressed. (See page 102.)
10. The dependent clause.
   (*a*) Use the comma to cut off non-restrictive adjective clauses. (See page 109.)
   (*b*) Do not use the comma to cut off restrictive adjective clauses. (See page 110.)
   (*c*) Use the comma after an inverted adverb clause. (See page 110.)
   (*d*) Use the comma before an adverb clause of result introduced by *so that*. (See page 111.)
   (*e*) Use the comma before an adverb clause introduced by *for*. (See page 111.)
   (*f*) Use the comma to cut off the noun clause used as a direct quotation. (Observe, however, the omission of the comma when the question mark or the exclamation point is used.) (See page 111.)
   (*g*) Observe the punctuation of the broken noun clause. (See page 112.)

Part II

Colon

Use the colon as a mark of anticipation. Use it principally after expressions like *as follows* introducing enumerations.

Do not use the colon after *are* followed by a series of attribute complements, or *have* followed by a series of object complements.

(*a*) *Right:* The President should have the following qualities: executive ability, foresight, courage, tact.

Wrong: The four qualities of a good President are: executive ability, foresight, courage, tact.

Wrong: A President should have: executive ability, foresight, courage, tact.

(*b*) *Right:* The capital leading questions on which you must decide this day are these two: first, whether you ought to concede; and secondly, what your concession ought to be. — BURKE.

Right: The export trade to the colonies consists of three great branches: the African, which, terminating almost wholly in the colonies, must be put to the account of their commerce; the West Indian; and the North American.

SEMICOLON

1. Use the semicolon between the parts of a long compound sentence. (See pages 103, 104.)
2. Use the semicolon before *that is*, when *that is* introduces an independent clause.

COMMA

1. The noun.

   Use the comma to separate nouns in a compound construction when they have different modifiers.

   I am sending you a book, and a poem *by Robinson*.

2. The verb.

   Use the comma to separate verbs in a compound construction when they have different modifiers or different complements.

   (*a*) The rooms were gorgeously decorated, and blazed *with lights*.

(*b*) I slept, and dreamed *that life was beauty.*

(*c*) So then we ate, and discussed the *subject* from every angle.

3. The adverb.
Use the comma before and after *namely.*

4. The clause.

(*a*) Use a comma before and after *that is* when it does not introduce an independent clause. (See page 287.)

I will go next week, that is, if you want me to.

(*b*) Do *not* use the comma to cut off an adjective clause following a proper noun when the adjective clause is restrictive. The clause is restrictive when the proper noun is preceded by an article. (See page 109.)

The Tilden that Johnson met yesterday was not *the Tilden* that had played Richards or Alonso or Kinsey.
— *The New York Times.*

It is also restrictive in sentences of the following type:

1. It was Lincoln who freed the slaves.
2. It was Captain Smith who acted as referee.

(*c*) Use the comma to cut off all non-restrictive adverb clauses. The most common of these are the adverb clause of concession, the adverb clause of result introduced by *so that* (in informal English *so*), the adverb clause of reason introduced by *as, for, since.*

SOME SPELLING HELPS

1. The *ie, ei* difficulty (both vowels in same syllable of word).

(*a*) *Rule* in rhyme — source unknown.

i before *e*
Except after *c,*
Or when sounded as *a,*
As in *neighbor* and *weigh.*

(*b*) Some exceptions to the rule:

either, neither, leisure, seize, weird
(Learn these five words by heart.)

2. The *prefix* difficulty.

Rule: When *dis* is prefixed to a word, do not double the *s*; do not drop any letter in the word itself.

dis + appear = disappear
dis + appoint = disappoint
dis + satisfy = dissatisfy

3. The *suffix* difficulty.

(*a*) *Rule:* When *ness* is added to a word ending in *n*, do not drop the final letter of the word.

green + ness = greenness
mean + ness = meanness
plain + ness = plainness

(*b*) *Rule:* When *ly* is added to a word ending in *l*, do not drop the final letter of the word.

final + ly = finally
general + ly = generally
usual + ly = usually

4. Silent final *e* difficulty (first).

(*a*) *Rule:* Words ending in silent *e usually* drop the *e* before a suffix beginning with a vowel. Do not change any letter in the word itself.

come — coming
dine — dining
shine — shining
write — writing

Note that *written*, and other forms like it, shorten the pronunciation of the vowel.

(*b*) Some exceptions:

1. *e* is retained to guard against mispronunciation
hoeing, shoeing, toeing

2. *e* is retained to guard against confusion with other words
   dyeing (distinguished from dying)
   singeing (distinguished from singing)
   tingeing (distinguished from tinging)
3. *e* is retained to guard against mispronunciation of *c* and *g* (See rule 6.)

5. Silent final *e* difficulty (second).
   (*a*) *Rule:* Words ending in silent *e* *usually* retain the *e* before a suffix beginning with a consonant.

   hate — hateful
   pale — paleness

   (*b*) Some exceptions:

   1. Awful, duly, truly
   2. New dictionaries record both *judgment* and *judgement*, the former being still preferred.

6. *c* and *g* difficulty.
   (*a*) *Rule: c* and *g* (except in words of Teutonic origin like *get*, *give*) are soft before the vowels *e* and *i*, hard before the vowels *a*, *o*, *u*. Why is final *e* retained in the first three words? Why is *k* added in the last?

   advantage + ous = advantageous
   courage + ous = courageous
   manage + able = manageable
   picnic + ing = picnicking

7. The doubled final consonant difficulty.
   (*a*) *Rule:* In words of one syllable, ending in a single consonant preceded by a single vowel (*plan*), double the final consonant before a suffix beginning with a *vowel*.

   hop ed = hopped
   hot er = hotter
   plan ed = planned
   plan er = planner
   plan ing = planning

(*b*) *Rule:* In words of two syllables, accented on the second syllable, ending in a single consonant, preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.

begin′ er = beginner
begin′ ing = beginning
occur′ ed = occurred
occur′ ence = occurrence
occur′ ing = occurring
prefer′ ed = preferred
prefer′ ing = preferring

Note that in *pref′erence* (*prefer′* + *ence*) the accent goes back to the first syllable.

WORDS COMMONLY MISSPELLED

Nouns

1. accommodation (note second *m*)
2. athlete
3. athletics
4. bachelor
5. belief (see page 288, rule 1)
6. burglar (pronounce word)
7. business (*i* is the *y* of *busy*)
8. complement (that which completes)
9. compliment (praise)
10. convenience (note second syllable)
11. description (note *e* in first syllable)
12. disappearance (dis + appearance — see page 289, rule 2)
13. disappointment (dis + appointment — see page 289, rule 2)
14. duchess
15. government (govern + ment)
16. grammar (note second *a*)
17. leisure (see page 289, rule 1)
18. niece (see page 288, rule 1)

19. piece (see page 288, rule 1)
20. principal (noun and adjective — see page 139)
21. principle (noun — see page 139)
22. privilege (note second *i*)
23. quarter (pronounce word)
24. repetition (note second *e*)
25. shepherd
26. speech
27. stationery (means *writing materials*)
28. surprise (pronounce word)
29. tragedy
30. village

Pronouns

1. its (possessive of *it*)
2. their (*there* is an adverb)
3. who's (= who is)
4. you're (= you are)

Adjectives

1. all right (two words and two *l*'s)
2. athletic
3. convenient (note second syllable)
4. forty
5. forty-four (note hyphen in compound numerals)
6. nineteen (keeps *e*)
7. ninety (keeps *e*)
8. ninth (drops *e*)
9. old-fashioned (note hyphen; note *ed*)
10. pleasant (note *a* of second syllable)
11. similar (pronounce last syllable)
12. small-sized (note hyphen; note *ed*)
13. stationary (means *not moving*)
14. twelfth
15. unnecessary (un + necessary)
16. weird (see page 289, rule 1)

Verbs

GROUP ONE

1. accommodate (note second *m*)
2. describe (note first *e*)
3. develop (note last letter)
   develops
   development (noun)
4. laid (past tense and past participle of *lay*)
5. lying (present participle of *lie*)
6. led (past tense of *lead*)
7. loose (You are a goose
   If you can't spell *loose*)
8. lose (note *z* sound of *s*. *Nose*, *pose*, *rose*, are all spelled with one *o*. *Lose* is spelled with one *o*.)
9. precede
10. proceed
11. recommend (note one *c*)
12. separate (note *pa*)
13. stretch (note second *t*)

GROUP TWO

1. believe (see page 288, rule 1)
2. besiege
3. grieve
4. pierce
5. relieve
6. deceive
7. receive

GROUP THREE

1. coming (see page 289, rule 4)
2. dining
3. shining
4. writing

GROUP FOUR

1. disappear (dis + appear)
2. disappoint (dis + appoint)
3. dissatisfy (dis + satisfy)

GROUP FIVE

1. carrying (carry + ing)
2. hurrying (hurry + ing)
3. marrying (marry + ing)
4. studying (study + ing)

GROUP SIX

1. didn't (contraction of *did not*)
2. haven't (contraction of *have not*)
3. shouldn't (contraction of *should not*)
4. wouldn't (contraction of *would not*)
5. won't (contraction of *will not*)

GROUP SEVEN

1. affect (to affect = to influence)
2. effect (to effect = to accomplish; to bring about)

Note: *effect* may be a noun: but *affect* may not.

Adverbs

1. already (means *previously*)
2. altogether (means *completely, wholly*)
3. immediately (note *e* after *t*)
4. finally (final + ly)
5. generally (general + ly)
6. usually (usual + ly)
7. probably (note second *b*)
8. quite (means *entirely*)
9. together (no hyphen)
10. too (adverb of degree)
11. truly (see page 290, rule 5*b*)
12. undoubtedly (note *ed*)

Prepositions

1. across
2. till
3. until (one *l*)
4. to (especially in *I did not go because I did not wish to*)

Conjunctions

1. till
2. until

INDEX

(Numbers refer to pages. Part I, 1–126; Part II, 127–295)

A, an, 46; use, 49, 158, 159
Absolute, nominative, 9, 15, 17, 31
Abstract noun, 5
Accept, except, 269
Active voice, 165; preferred, 165–166
Additive conjunction, 88
Address, nominative of, 9, 15, 17, 32; in letters (salutation), 16
Adjective, 46–56, 155–164 (see Contents, vi, x)
  after copula, 49
  appositive position, 48, 51
  as noun, 13
  attributive position, 48
  clause, 105
  misused, 50
  phrase, 82
  predicate position, 49
  proper, 46
Adverb, 72–80, 210–217 (see Contents, vii, xi)
  after *feel, look*, etc., 50
  as noun, 14
  clause, 105–109
  like adjective in form, 50
  adverb or preposition, 81
Adverbial objective, 12, 33, 143
Adversative conjunction, 88
Affect, effect, 200, 269–270
Agreement of pronoun with antecedent, 36
Agreement of verb with subject, 60–62
All ready, already, 74
All right, 51
All together, altogether, 74
Almost, most, 74
Alternative conjunction, 88
Among, between, 220
A Mountain Gateway, 153–154
An, see *a*
And, 88
And not, not, not only, 61
Antecedent, 27
Anybody else, 36
Any place, some place, 74
Anywhere, somewhere, 74
Appendix, 269–295
Appositive, 10, 12, 14, 16, 17, 32, 33, 36
Appositive position, adjective, 48
Articles, 46
As, 236–238
As . . . as, so . . . as, 73, 76, 89
As well as, 61, 238
At with verbs of rest, 82
Athletics, politics, etc., 133
Attribute complement, 9, 17, 31, 35, 49; of infinitive, 135
Attributive position, adjective, 48
Authors, study of, 235
Auxiliary verbs, 57, 59, 62, 168

Bad, badly, 49, 74
Be, am, case after, 35, 135; conjugation, 274–276
Because, misused, 229

Behind, 82
Being that, 229
Beside, besides, 221
Best, adjective or adverb, 50
Between, among, 220
Between you and me, 81
Both . . . and, 88
Bring, take, 270
But, uses of, 239
But that after *doubt*, 230, 239
But what, 228

Can, could, 62, 170, 172
Capital letters, 6, 66
Cardinal numbers, 46
Case after *be* or *am*, 35, 135
Case, of nouns, 6, 8–12, 135; of pronouns, 31–34, 135
Cause, clause of, 107
Change of tense, unnecessary, 62, 66, 176–177
Choice of correct word, noun, 23–24, 148–152; pronoun, 41–43, 148–152; adjective, 54–55, 158–162; verb, 67–70, 197–205; adverb, 77–78, 213–215; preposition, 85, 220–222; conjunction, 94–95, 228–230; clause, 123
Choose, chose, 270
Classification, noun, 5; pronoun, 26–28; adjective, 46; verb, 57; adverb, 72; preposition, 81; conjunction, 88; interjection, 98
Clause, dependent — how introduced, 233–234
Clauses, kinds, 2, 100–126; adjective, 105; adverb, 105–107; noun, 107–109
Cognate object, 10
Collective noun, 5, 15, 134
Colon, 283, 286–287
Come used for *came*, 64, 271
Comma, 284–286, 287–288
Common errors, see Errors
Common gender, 5
Common noun, 5, 16–17
Common possession, 14
Comparatives, superlatives, adjective, 47–48, 51, 52, 155, 160; adverb, 72, 73
Comparison, adjective, 47–48; adverb, 73
Comparison, clause of, 106, 117
Comparison, diminutive, 48
Complement, attribute, 9, 17, 31, 35, 49, 135, 182, 189, 191; object, 10, 32–33, 190; objective, 11, 33, 49, 183, 190
Complex sentence, 104–105
Compound adjective, 50
Compound personal pronoun, 26, 30, 37
Compound predicate, 100, 101–102
Compound preposition, 81
Compound sentence, 102–104
Compound subject, 100, 101; verb with, 60–62
Concerning, 81
Concession, clause of, 106
Concrete noun, 5
Condition, clause of, 106, 115
Conjugation, 197; of *be, am*, 274–276; of *see*, 276–282
Conjunction, 88–97, 225–231 (see Contents, viii, xii)
Conjunctive adverb, 72, 73, 89, 210
Consistency in tenses, 66, 176–177
Convenient, 50
Coördinate conjunction, 88, 90
Copula, adjective after, 49
Copulative verb, 57, 59, 65
Correlative conjunction, 88, 228
Customary action, 181

Dangling phrase, 199–200, 204–205

Days, capitalized, 6
Declarative sentence, 100
Declension, noun, 13; personal pronoun, 29–30; relative pronoun, 31; interrogative pronoun, 31
Defective verbs, 57, 58
Definite article, 46
Definition, noun, 5; pronoun, 26; adjective, 46; verb, 57; adverb, 72; preposition, 81; conjunction, 88; interjection, 98; clause, 100; dependent clause, 100; independent clause, 100; sentence, 1; grammar, 1
Degree of comparison, adjective, 47–48; adverb, 73
Demonstrative adjective, 46
Demonstrative pronoun, 28, 143
Dependent clause, 100; how introduced, 233–234
Descriptive adjective, 46
Develop, development, 198
Different from, 90
Direct address, nominative of, 9, 32
Direct object, 10
Direct question, indirect question, 27
Disjunctive conjunction, 88
Distributive adjective, 47, 51
Distributive pronoun, 28, 143
Do, did, 59, 65–66
Done, seen, 64, 65
Don't, 60
Don't think, I, 74
Double comparatives, superlatives, 160
Double possessive, 10, 32
Doubt that, 230, 239
Dover Beach (Matthew Arnold), 209
During, preposition, 81

Each, distributive adjective, 47, 51; distributive pronoun, 28, 143
Effect, affect, 200, 269–270
Either, distributive adjective, 47, 51; distributive pronoun, 28, 143
Either . . . or, 88, 90
Else, else's, 36
Emigrate, immigrate, 271
Emphasis, auxiliaries of, 59, 65
Equally as, 213
Errors, common (rules) noun, 14–15; pronoun, 35–37, 148–149; adjective, 49–51, 158–160; verb, 60–63, 197–200; adverb, 74, 213–214; preposition, 81–82, 220–221; conjunction, 90, 228–229
Errors, common (exercises), see Choice of correct word
Etc., 90
Exclamation, nominative of, 9, 15, 17, 32
Exclamatory sentence, 100
Expletive, *it*, 34; *there*, 73, 210

Farther, further, 213
Feel bad, look bad, 49
Fewer, less, 158
Fiery Cross, The, 217
Figures, plural of, 7
First, second, 213
For, conjunction, 90; preposition, 81
Funny, 158
Further, farther, 213
Futurity, auxiliary, 177, 180
Future tense, 173, 177–179
Future perfect tense, 173

Gender, noun, 5, 8
General truth, tense, 198
Gerund, 186–189

Get, have got, 200
Good, well, misused, 50, 74
Grammar, 1

Had better, had rather, 198
Had ought, 62
Hanged, hung, 198
Harbury, 56
Hardly, negative, 74
Herself, 30
Hers, 30
Himself, 30, 37
Honorable, reverend, 159–160
How, 73, 108
However, 75, 76, 80, 88
Hyphen in compound adjective, 50

I don't think, 74
If, 89, 106, 108
Ill, adjective and adverb, 50, 74
Immediately, 294
Immigrate, emigrate, 271
Imperative mood, 169, 170, 172
Imperative sentence, 100
Impersonal pronoun, 236
In, into, 220
In addition to, 61
In back of, 82
Indeed, 75, 76, 80
Indefinite adjective, 46
Indefinite pronoun, 28
Independent clause, 100
Independent noun, 9, 15
Indicative mood, 168, 169, 171; in conditions, 169
Indirect object, 11, 33, 35
Indirect question, direct question, 27
Infinitive, 189–197
Inflection, defined, 5
Intensive pronoun, 34, 37
Interjection, 98–99, 232 (see Contents, viii, xii)
Interrogative adjective, 46
Interrogative adverb, 73, 105
Interrogative pronoun, 27–28, 31, 142–143
Interrogative sentence, 100
Into, in, 220
Intransitive verb, 57, 59, 65
Introductory words, dependent clauses, 233–234
Irregular verb, 57, 58
It, uses of, 34, 141, 236
Its, 30
It's, 62
Itself, 26, 30

K, used after *c*, 290
Kind of, sort of, 158

Last, latest, 50
Lay, lie, 63–64, 272
Learn, teach, 198
Leave, let, 200
Led, 272
Less, fewer, 158
Less, least, in comparison, 48
Lie, lay, 63–64, 272
Lighten, lightning, 197
Like, followed by *to*, 12
Like, not a conjunction, 90
Likewise, 88
Limiting adjective, 46
Look, copula, 49, 59
Loose, lose, 272, 293

Manner, adverbs of, 72–73; clauses of, 106
Many a, 60
May, might, 170, 172
Means, number of, 133
Mine, thine, yours, etc., 33
Mode, see Mood
Models for giving syntax noun, nominative case, 17, possessive case, 18–19, objective case, 19–20; pronoun, 37–38;

adjective, 52–53; verb, 66; adverb, 75–76; preposition, 83; conjunction, 92; adjective clause, 112–113; adverb clause, 115, 117; noun clause, 118–119
Modifications, explained, 5; noun, 5–6; pronoun, 28; adjective, 47; verb, 57; adverb, 72, 73; preposition, 81; conjunction, 90; interjection, 98
Months, capitalized, 6
Mood, 57, 168–170; indicative, 168, 169, 171; subjunctive, 168, 169–170, 171; potential, 168–169, 170, 172; imperative, 169, 170, 172
More, most, in comparison, 47
Moreover, 75, 76, 88
Myself, 26, 30

Namely, punctuation, 288
Names, capitalized, 6; not capitalized, 6
Near, followed by *to*, 12
Negatives, two, 74
Neither, distributive adjective, 47; distributive pronoun, 28
Neither . . . nor, 88, 90
Neuter gender, 5
Nevertheless, 75, 76, 88
Nice, 158
Nominative absolute, 9, 15, 17, 31
Nominative by exclamation, 9
Nominative by pleonasm, 9
Nominative of address, 9, 15, 17, 32
Nominative case, 8–10, 31–32, 135
None, number, 36
Non-restrictive, clause, 109–110; participial phrase, 207
Not, modifies verb, 76
Not only . . . but, 88
Not only . . . but also, 88
Noun, 5–25, 131–140 (see Contents, v, ix)
Noun clause, 107–109
Number, 62
Number, noun, 5, 7–8, 17, 131–134; pronoun, 29, 30; adjective, 47; verb, 57, 60–62
Numeral adjective, 46

O, oh, 98
Object complement, 10–11, 32–33, 35
Object of preposition, 11–12, 33, 36
Objective case, 10–12, 32–33, 135
Objective complement, 11, 33, 49
Of, confused with *have*, 62, 82
Off, 82
Once in a while, 82
Onto, 82
Or, 88
Oral work, noun and pronoun, 43–44, 153; adjective, 55, 163–164; verb, 71, 208–209; adverb, 80, 216; preposition, 86, 224; conjunction, 97, 231
Ordinal numbers, 46
Original paragraphs, to be written by pupil, 17, 40, 70, 125, 167
Original sentences, to be written by pupil, 17, 22, 39, 70, 77, 91, 167, 210, 212, 218, 222, 227–228, 235
Other, in comparison, 160
Ought, 62
Ours, 30
Ourself, ourselves, 30

Participle, 182–186
Parts of speech, 2
Passive voice, 165; used sparingly, 165–166
Past participle, 168
Past tense, indicative, 173; subjunctive, 173
Past perfect tense, indicative, 173; subjunctive, 173

Perfect, comparison, 155
Period, 282
Person, noun, 5, 6–7; pronoun, 28–29; verb, 57, 60
Personal pronoun, 26
Phrase, kinds, 2
Place where construction, 105
Pleonasm, 9, 15, 17, 32
Plural, noun, 5, 7–8, 131–133; letters, figures, 7; words, 7; proper names, 25, 131–132; pronoun, 29–31
Poetry, 44–45, 56, 87, 153–154, 164, 209, 217, 224
Politics, 133
Position of adjective, 48–49, 51, 52, 155–156
Positive degree, 47
Possessive, double, 10, 32
Possessive before gerund, 36
Possessive case, 10, 12–13, 14–15, 18–19, 21–22, 32, 36, 135–138
Possibly, probably, 76
Potential mood, 168–169, 170, 172; error in use, 198
Predicate, 1, 2
Predicate position, adjective, 49
Predicate nominative, 9
Preposition, 81–87, 218–224 (see Contents, viii, xi)
Prepositional phrase, 82–83, 218–224
Present perfect tense, 173, 199
Present tense, indicative, 172; subjunctive, 173
President, general, king, 17
Principal, principle, 139
Principal clause, 100
Principal parts, 59, 269–274
Progressive form of verb, 274–280
Pronoun, vi, x, 26–45, 141–154
Pronoun, antecedent, 36, 148–149
Pronoun, correction of errors, 152
Proper adjective, 46
Proper noun, 5, 16–17
Punctuation exercises, noun, 24–25; pronoun, 43, 152–153; adjective, 55, 162–163; verb, 70–71; verbals, 208; adverb, 79–80, 215–216; preposition, 85–86, 222–224; conjunction, 95–97, 230–231; interjection, 99, 232; clause, 123–126, 235
Punctuation rules, noun, 15–16; pronoun, 37; adjective, 51–52; verb, 63; verbals, 207–208; adverb, 75; preposition, 83; conjunction, 90–91; compound sentences, 102–104; adjective clause, 109–110; adverb clause, 110–111; noun clause, 111–112; review, 282–288
Purpose, clause, 106

Quite, 74

Rather, 73; *had rather*, 198
Real, really, 74
Reason why construction, 105
Redundant verb, 57, 58, 65
Reflexive object, 33
Reflexive pronoun, 34
Regular verb, 57, 58
Relative clause (adjective clause), 105
Relative pronoun, 26–27, 31, 142–143
Relative and interrogative distinguished, 27–28
Restrictive, clause, 110; participial phrase, 207–208
Result clause, 107
Retained object, 10, 11 (note 5), 33
Reverend, honorable, 159–160
Review, punctuation, 282–288
Review, selections for, 242–250

Salutation, in letter, 16, 283
Same, such, as many, before pronoun *as*, 27
Scarcely, negative, 74
Seasons, not capitalized, 6
Sections of country, capitalized, 6
Seen, done, 64–65
Sentence, definition of, 1; essential parts of, 1, 2; classification of, 100, 129–130
Sentence structure (S.S.) errors, two kinds, 2–4, 127–129; noun, 23, 138–139; pronoun, 41, 148; adjective, 54, 157–158; verb, 67, 197; adverb, 77, 212–213; preposition, 84–85, 220; conjunction, 94, 228; clauses, 122–123
Sequence of tenses, 174–177, 182
Series, noun, 16; verb, 63; adverb, 75; prepositional phrase, 83; interjection, 99
Set, sit, 273
Shall, will, 177–180, 198
Should, would, 180–181, 198
Should like, 198, 209
Signs, plural of, 7
Simple adverb, 72–73
Simple conjunction, 88
Simple preposition, 81
Simple sentence, 100–102
Singulars and plurals, 5; 131–134
So . . . as, 76
Softened command with *will*, 177
Some, somewhat, 158
Some place, somewhere, 74
Song of Life, 44–45
Sort of, 158
Special nouns, 139–140
Special verbs, 63, 206–207
Spelling helps, 288–291; lists of words, 291–295
Split infinitive, 200
Subject of verb, 1, 2, 8, 17, 31, 35; of infinitive, 135
Subjective complement, 9
Subjunctive mood, 168, 169–170
Subordinate conjunction, 89–90
Substantive, 5, 49
Summary of punctuation rules, 282–288
Superlative, see Comparative
Supplementary exercises in choice of correct word and in punctuation, 251–268
Sure, surely, 78
Syntax exercises, noun, 17–18, 19, 20–21, 135; pronoun, 38–40, 141–148; adjective, 53, 156–157; verb, 67; adverb, 76, 211–212; preposition, 84, 218–219; conjunction, 92–94, 225–227; interjection, 98–99; adjective clause, 113–115; adverb clause, 115–118; noun clause, 119–120; miscellaneous clauses, 120–122, 234
Syntax models, noun, 17–20; pronoun, 37–38; adjective, 52–53; verb, 66; adverb, 75–76; preposition, 83; conjunction, 92, 225–226; adjective clause, 112–113; adverb clause, 115–117; noun clause, 118–119; introductory words of dependent clauses, 233–234

Teach, learn, 198
Tense, 57
Tenses, of indicative mood, 172–173; of subjunctive mood, 173; of potential mood, 174; of imperative mood, 174; consistency in, 66; formation of, 174; sequence of, 174–177, 182
Than, 90, 158, 240

That, 239–240
That is, 287, 288
That there, 51
The, article, 46; adverb, 73; first word of title, 51
The both of them, 36
The . . . the construction, 73, 117
Their, there, 74
Theirs, 30
Them for *those*, 36
Themselves, 37
Then, there, punctuation, 75
There, 240
Therefore, 75, 88
This, these, that, those, 46, 51, 158
This here, that there, 51
Those, them, 36
Though, 89
Thyself, 26, 30
Time, simple adverb of, 72; clause of, 106
Time when construction, 105
To, too, two, 74
To, after verbs of rest, 82
Together with, 61
Too, very, before past participle, 213
To the Dandelion, 87
Transitive verb, 57, 58, 65
Try to, 221

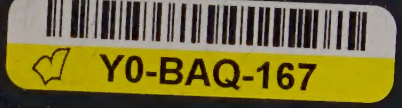
Unique, comparison, 155
Uses of, adjective, 48–49; adverb, 74; preposition, 81; interjection, 98
Uses of *it, as, but, that, there, than, what*, 236–241

Verb, 57–71, 165–209, 269–274, 274–281 (see Contents, vii, x)
Verbals, 182–197
Very, too, before past participle, 213
Voice, 57, 165–167

Way, not *ways*, 15
Well, adjective and adverb, 50, 74
What, 240–241
Which, 28, 36, 46
Who, 27, 28, 36
Will, shall, 177–180
Words, plural of, 7
Would, should, 180–181

Yes, 285
You were, 60, 71
Yours, 30
Yourself, 26, 30

ב"ה


Y0-BAQ-167